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ABSTRACT

A compilation of program ideas and related newspaper articles, cartoons, and visual aids, this booklet describes the objectives and procedure for the implementation of a pilot program at Frank W. Cox High School in Virginia Beach, Virginia, that emphasizes ethics education and the value of writing as a means to promote critical thinking. The first section of the booklet presents a description of the unit, including: (1) its goals and rationale, (2) a philosophical justification for teaching the process of the discovery of ethical values in the high school classroom, and (3) a pragmatic justification for teaching the skills of critical thinking through the process of writing for learning. The next section focuses on writing across the curriculum and includes a copy of the instruction sheets students were given before starting research papers on ethical issues, as well as a list of speakers used in the ethics unit and a sample peer evaluation form. The third section is a teachers' guide to "Ethics in American Business" for social studies classes, while the fourth section provides a step-by-step guide to help teachers develop and implement their own ethics units. The fifth section, "Ethical Issues Affecting Our Local Waterways," provides an interdisciplinary unit that stresses the use of writing to foster critical thinking skills. English, science, and social studies assignments are included, as are samples of student writing and news clippings used in the unit. (AEW)

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"I NEVER KNOW WHAT I THINK UNTIL I SEE WHAT I SAY"

Saul Bellow

(Honing Critical Thinking Skills Through Writing)

As Presented to

The Tidewater Writing Project
University of Virginia, William & Mary,
and Old Dominion University

The Virginia Council of Social Studies
Supervisors and College Educators Conference

The Virginia Council for the Social Studies
Conference

The Eastern Virginia Writing Project
William & Mary College

Virginia Association of Teachers
of English Conference

National Council of Teachers
of English Conference

by

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Sylvia M. Hallock
Susan L. Downie

DESCRIPTION OF THE UNIT

"Ethics: A Final Question, A Final Solution"

I. Goals and Rationale

II. A Philosophical Justification for Teaching the Process of the Discovery of Ethical Values in the High School Classroom: An Interdisciplinary Approach

III. A Pragmatic Justification for Teaching the Skills of Critical Thinking Through the Process of Writing for Learning

GOALS

The goals of this workshop are three-fold: first, we hope to urge teachers to consider the teaching of ethics as it applies to their subject area; second, we wish to teach the value of writing to learn as a tool for critical thinking; finally, we wish to construct an environment in which a transference of ideas can bridge the gap between the disciplines.

The workshop will stress the importance of students learning to recognize ethical concerns in certain disciplines by writing about those concerns. Transference to real-life situations is the ultimate goal as students prepare for decision making in an increasingly complex world.

RATIONALE

Scientists and citizens alike hailed the entrance of the twentieth century and its attendant rise of technology and scientific advancement. New modes of transportation made our society more mobile, progress in medicine eliminated deaths from smallpox, polio, and diphtheria, and space research finally landed man on the moon. Yet amidst the optimism, thinking men foresaw the prospect of nuclear and biological warfare, genetic engineering and man's total dependence upon computer technology.

Even as early as the 1920's, authors like George Orwell and Aldous Huxley were warning the world of potential dangers unleashed by unsuspecting scientists whose theoretical gains were applied to uses beyond their wildest imaginations. Huxley conceived of a world where technology was god and where babies were born in test tubes rather than in their mothers' wombs, and Orwell deplored Big Brother for whom technology made possible the surveillance of every aspect of public life. And indeed, all this has come to pass. Test tube babies are no longer the rarity, and our lives are contained in the micro-chips of computers. Bemused by superior technology and a more comfortable lifestyle, many people still have not considered the responsibility that must accompany such advancement. Thus, creation of atomic energy resulted in the devastation of Hiroshima and Nagasaki, and the development of insecticides led indirectly to the disaster that occurred in Bhopal, India.

What is obvious is that with scientific advancement must come an increase in public responsibility, and this responsibility lies not only with our world leaders, but with individual citizens as well, for we are all touched by this.

Even more important, however, is the education of our young. Young people must be made aware of the ramifications of progress and must be given the tools with which to deal with major decisions that affect the lives of our citizenry. The ability to make rational ethical choices must be taught in our public schools. Only when our children can see all sides of moral issues, can they decide intelligently.

Thus, we propose a pilot program to be incorporated across the curriculum with ethics as its main area of emphasis. Students will write frequently during the unit about social issues and problems as well as responses to guest speakers, articles and films. Writing enables students to clarify their own ideas, scrutinize ethical problems and hone the skills of critical thinking that aid in the decision-making process. The program requires an inter-disciplinary approach utilizing a core of teachers from several subject areas to work closely on the planning and implementation of all aspects of the project—from pre-planning through the final product, an opinion paper based on research in applied science, applied math, business, or the social studies.

"It is more important to ask the right question, even if the answer is not clear, than to come up with the right answer to the wrong question."

Jim Joseph

REMARKABLE GATHERING

Asking the right questions

David Broder

NORMAN, Okla.

It began 10 years ago when David Boren, then governor of Oklahoma, and author Alvin Toffler sat down with a group of students from Oklahoma colleges for a seminar on the future of Oklahoma and the nation.

Today, nearly 2,000 Oklahomans of all ages have gone through the Scholar-Leadership Enrichment Program (SLEP) that Boren — now the state's senior senator — launched. On a recent weekend, several hundred people with an interest in the SLEP program gathered here to celebrate the first decade of this unique and successful educational venture. They ranged in age from some Lawton High School students to people old enough to be their grandparents.

It was a remarkable event. Sitting in seminar rooms in the shadow of the football stadium that dominates the University of Oklahoma campus, the participants plunged into earnest conversation about the most serious and sweeping topics imaginable.

Though some had driven from Chicago or San Antonio, or from corners of Oklahoma 200 miles away, the conversations went on long into the night — as they tend to do at the regular SLEP seminars, which last for four or five days.

Boren's original concept has proved its effectiveness and its worth: Students from the 21 participating colleges and universities work in a small group — usually a couple dozen people — with a "visiting scholar" on a topic of mutual interest, almost always involving choices for the future.

With morning, afternoon and evening sessions for the participants, it becomes a real bonding experience. A faculty member is along to help, and to grade the papers each student is expected to write afterward to get credit for the course.

The mix of students is fascinating, drawing from the undergraduate and graduate ranks of OU and Oklahoma State, from such private and denominational schools as Tulsa and Oral Roberts and from tiny campuses, as well. In the seminar I led three years ago, we had a wondrous variety of ages, races and experiences.

There has been as much diversity in the visiting scholars: poet Maya Angelou, sociologist Daniel Bell, geochemist Harrison Brown, political scientist James MacGregor Burns, psychologist Kenneth Clark, editor Norman Cousins, architect Buckminster Fuller, physicist Herman Kahn, psychiatrist Elisabeth Kubler-Ross, economist Wassily Leontief, diplomat Donald F. McHenry, theologian Martin Marty, physician-playwright Jonathan Miller — and too many others to mention.

The general public is invited to a lecture almost every visitor gives, and some sessions are taped for classroom or public-television use. But the personal interchange of the seminar room is central, and the experience is intense. OU acting president Martin C. Jischke recalled that when he shared a SLEP seminar on the future of the world with physicist Victor Weisskopf, "Many of us were in tears when it ended."

Much of that same passion to grapple with fundamental questions was evident at the reunion weekend. J. Clayton Feaver, the SLEP director, invited four past visitors to return for a discussion of "critical issues" facing the nation: Catherine May Bedell, a former Republican member of Congress and of the International Trade Commission; James Joseph, the head of the Council on Foundations, a former college chaplain, business executive and Carter administration official; Hazel Henderson, a futurist and critic of conventional economics, whether Marxist or capitalist; and Freeman Dyson, a physicist at the Institute for Advanced Studies at Princeton.

As moderator of this high-powered panel, all I had to do was lean back and let the ideas fly. Bedell talked about the growing challenge of "economic survival" in international competition and the test it was posing for both the leaders and citizens of this nation. Joseph raised the issue of the "moral use of knowledge," not only with nuclear weapons but with many of the other technologies coming out of the lab. Henderson challenged her listeners to rid themselves of "dysfunctional belief systems," including, she said, the ridiculous idea that "the people of 20th century Central America have to choose between Karl Marx and Adam Smith" for their future. And Dyson stunned everyone by arguing that "If we just stop trying to play Nanny to the world," and get about the business of sharing available technologies, "we can get this planet in shape in the next 100 years and then spend the next 1,000 spreading (human civilization) to the universe."

The response from the Oklahomans of all ages was as provocative as the ideas: How do we overcome voter apathy? Have we outgrown nationalism? Do we really want to transfer nuclear technology with terrorists at work? How do we begin to get the dollar back in line with foreign currencies? Is there an ethical approach to immigration issues? Is it a service or disservice to the future to try to help farmers facing a credit crunch?

There were more questions than answers, of course, but I think all of us were struck by Jim Joseph's comment that, "It is more important to ask the right question, even if the answer is not clear, than to come up with the right answer to the wrong question."

As a statewide, cooperative effort by Oklahomans to "ask the right questions," SLEP has more than fulfilled Boren's hopes and could well serve as a model for other states.

Mr. Broder's column is a feature of the daily Virginian-Pilot.

BEST COPY AVAILABLE

A PHILOSOPHICAL JUSTIFICATION FOR TEACHING THE PROCESS OF THE DISCOVERY OF ETHICAL VALUES IN THE HIGH SCHOOL CLASSROOM: AN INTERDISCPLINARY APPROACH

"The moral equivalent of nuclear winter may be settling over America's campuses." In a recent article from the Los Angeles Times News Service, a study by Jon Dalton, assistant vice president for student affairs at Northern Illinois University, tells us, not surprisingly, that "the mushrooming of an educational-industrial complex is obliterating a traditional role of colleges and universities--namely, the formal and informal teaching of values, the codes of right and wrong that should be lifelong guides to private and public conduct. Dalton worries that the schools today are "rife with a survivalist mentality that encourages a highly materialistic student culture." That very theme emerged in our 1984 Presidential campaign as students around the nation explained to political observers why they, for the first time in recent history, voted heavily Republican.

Does moral or ethical ecucation belong in the schools? Dalton notes that history shows a gradual but steady shift from emphasis on religious and moral instruction from the founding of Harvard College in 1636, to the founding of North Florida University in 1965, which stated its goals as to provide a "sound foundation in professional education, to meet the local needs of business, reflect the economic characteristics of the community and prepare students for useful careers." These are the goals of community colleges around the nation, and they reflect the goals of the nation's people. We have

chosen to forget that Jefferson, the designer of a better plowshare, was also a student of the esoteric, and that Franklin, the pragmatist, was also a student of philosophy.

As educators, we have learned only bits and pieces of John Dewey's principles of instrumentalism, and each segment of society has taken only those bits which serve its particular ends. The Fundamentalist community dredges up and labors under a burden of crystallized dogma that it insists should guide us in our education--science and technology taught by anachronism! The political and economic communities stagger around in a cloud created by the friction between the rubbish of old ideas grating against the new truths being discovered as "instrumentalists" struggle to learn by doing--but only half learn--learn only the part where the end justifies the means and both are skewed and manipulated to result in profit and power. The unlearned half is that ends, or intrinsic values, cannot be considered exclusive of the means by which they are achieved and that value judgments can only be made when both are subjected to intelligent appraisal. Only in this way is moral knowledge possible and only in this way can we accept the truth that the whole gamut of human knowledge is relevant to the moral life. If we are to have our students examine means and ends, and to make moral and ethical judgments, we must teach them the process of examining all phenomena as the scientist teaches in the laboratory. Every classroom must become a laboratory.

The unit that we have conducted has been designed as a laboratory experiment to guide our students to examine certain ethical questions in the fields of science, medicine, applied mathematics, business, urban development, and the social sciences.

A PRAGMATIC JUSTIFICATION FOR TEACHING THE SKILLS OF CRITICAL THINKING THROUGH THE PROCESS OF WRITING FOR LEARNING

We have established that ethics should be, and can be, made an integral part of our curriculum. But this unit, one we have successfully implemented in our curriculum, is more than a unit on ethics. Inherent in its very nature is writing to learn. The process of writing becomes the tool by which students learn critical thinking and discover ethical values.

Perhaps the need for writing to learn is best expressed by the two cartoons attached at the back of this sheet. In their writing, students don't think; they try to give the teacher what they feel he wants, and thus they try to get down every word of a lecture rather than think about what the teacher is actually saying.

It is important that students express their ideas rather than parrot back to us our own, as is to frequently the case. As one student noted, "A lot of the time, though, some of my teachers said, you know, what's your opinion and everybody gave their opinion and they said, well, that's not right, so you've got to take down what the teacher says in the end."[1] Unfortunately, this is an attitude which pervades our high schools and hinders our youth from wholeheartedly participating in class. They become afraid of giving the wrong answer and are thus paralyzed from giving any answer at all.

We must teach students to think and respond, and while we can do this in class discussion, it is impossible to elicit a response from each of our

students every day. However, we can do this through writing. We cannot hear the views of thirty-five students in a fifty minute class, but we can read the responses of thirty-five students written in that class, enabling us to know what our students think. But even more important is the student's recognition of his own grasp of the material. Charlie Citrine, the protagonist of Saul Bellow's Humboldt's Gift, says, "'I never know what I think until I see what I say.'"[2] Our students truly do not know what they think until they are forced to sit down quietly and reflect. It is only then that they can organize their ideas, clarify their thoughts, and see relationships. Our ethics project demands thinking, as students wrestle with moral dilemmas and base their writing upon their own feelings and thoughts rather than upon those of the teacher.

Once our students have learned the value of their own thoughts and opinions, we can then concentrate on the processes of writing and thinking: using writing to organize, analyze, evaluate and synthesize ideas. Currently, "too much emphasis is placed on the student as a 'storage tank' and too little attention is given to the education of the student as a fully functioning human being capable of using knowledge to moral and social ends."[3] And it is these ends in which we are most interested in our ethics unit. Our students must become critical thinkers rather than uncritical storage tanks. But how to achieve this? Perhaps the answer lies in James Moffett's "Schema of Discourse." In his progression of subject-speaker relationship, he discusses four different levels of abstraction: drama, narrative, exposition, and logical argumentation. It is exactly on these four levels of thinking that our students operated during their research/I-search units in ethics. Moffett recognizes that "abstracting is distilling."[4] The student selects the material he needs, organizes it, and synthesizes it into a new perception.

As our students listened to guest speakers, did research and I-search on their topics, talked with other students and teachers, they distilled their ideas. They took what they needed, rejected what they didn't. They clarifed, organized and synthesized from a large body of knowledge by writing. They learned through writing "for writing . . . externalizes thinking processes--how people conceptualize and synthesize their accumulating experience."[5] And synthesizing their accumulating experience is what this project is all about. We as teachers provided the experience--the students provided the synthesis as they put together their papers.

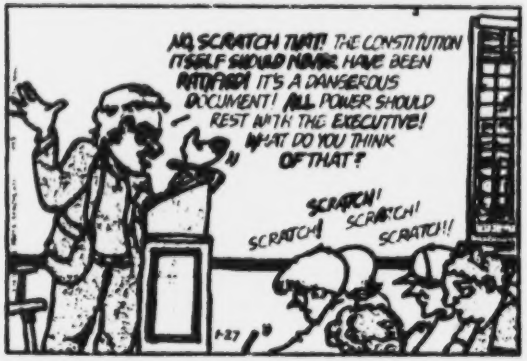
We now have a student body that is more knowledgeable, aware, and thoughtful than we had in September. Our students write responses to a variety of situations, speakers, films and events, and these responses are often provocative and insightful. They think critically, and not only do they analyze, organize, and synthesize, they produce. Writing to learn has created, if not more talented writers, at least more talented thinkers.

DOONESBURY

by Garry Trudeau

...AND IN MY VIEW, JEFFERSON'S DEFENSE OF THESE BASIC RIGHTS LACKED CONVICTION. OKAY, ANY DISCUSSION OF WHAT I'VE COVERED SO FAR?
SCRIBBLE! SCRIBBLE! SCRIBBLE! SCRIBBLE!

LET ME JUST ADD THAT PERSONALLY I BELIEVE THE BILL OF RIGHTS TO BE A SILLY, INCONSEQUENTIAL RECAPITULATION OF TRUTHS ALREADY FOUND IN THE CONSTITUTION. ANY COMMENT?
SCRIBBLE! SCRIBBLE! SCRIBBLE!


NO, SCRATCH THAT! THE CONSTITUTION ITSELF SHOULD NEVER HAVE BEEN RATIFIED! IT'S A DANGEROUS DOCUMENT! ALL POWER SHOULD REST WITH THE EXECUTIVE! WHAT DO YOU THINK OF THAT?
SCRATCH! SCRATCH! SCRATCH! SCRATCH!!

End Notes

[1]*Nancy Martin et al, Writing and Learning Across the Curriculum 11-16 (London, 1976), p. 14.*

[2]*Denny Wolfe and Robert Reising, Writing for Learning in the Content Areas (New York, 1983), p. 1.*

[3]*Gerald Camp, ed., Teaching Writing: Essays from the Bay Area Writing Project (Montclair, New Jersey, 1982), p. 142.*

[4]*James Moffett, Active Voice: A Writing Program Across the Curriculum (Upper Montclair, New Jersey, 1981) p. 14.*

[5]*Ibid.*

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INTERDISCIPLINARY TEACHERS GUIDE TO:

STEPS IN PROCESS FOR WRITING ACROSS THE CURRICULUM-- RESEARCH/I SEARCH PAPER

for

English and Applied Sciences

Sylvia M. Hallock, Instructional Specialist
Virginia Beach City Public Schools

Susan L. Downie, English Teacher
Frank W. Cox High School
Virginia Beach, Virginia

English 12S
Writing Across the Curriculum

Name _____

Mrs. Downie

Directions: Below is listed the procedure we will follow in writing your research paper. Be sure to complete all steps.

I. *PRE-VISION (also called PRE-WRITING) - gathering ideas for ethical issues in business, applied math, applied science, etc.*

ACTIVITIES will include guest speakers, reading newspaper and magazine articles, reading in resource texts, class discussion

II. *REFLECTION - think about what you have learned before finding a topic.*

III. *SELECTION - select your topic. Be sure your topic is limited and deals with an ethical issue.*

IV. *RESEARCH AND I-SEARCH - after finding a topic of interest to you, research the factual background, using the proper research techniques.*

I-search will come from you. You will investigate your project through interviewing various experts in your field. Feel free to interview as many people as you wish.

V. *ZERO DRAFT - not really your first draft, this will be an outline of the format of your paper. It may be quite informal.*

VI. *FIRST DRAFT - you know what this means*

VII. *PEER EVALUATION - in a content area for physics or math end of your paper. These peer evaluations will be done in Physics or calculus.*

PEER EVALUATION - in English for organization, structure, grammar (the usual)

VIII. *REVISION - Using your peer evaluations, edit and revise your draft.*

IX. *FINAL DRAFT*

X. *PUBLICATION - the best papers will be selected and put up on the ethics bulletin boards in each of the four classrooms. A number of them will also be placed in the library.*

English 12S
Writing Across the Curriculum

Name _____

Mrs. Downie

Directions: During the next month you will be writing a research paper on Ethics. You may be coordinating this paper with Mrs. Waller if you take calculus or with Mr. Hoots if you take physics. The content of the paper must, therefore, receive the approval of both of your teachers (or all three if you take all three courses). If you do not take calculus or physics, you will be doing a paper for me on some area of ethics although it will not have to be based on applied math or applied science. The four teachers (I'm including Mrs. Hallock here as well) involved in this project are quite excited about the possibility of working together, and we hope you will be also.

Materials Needed:

1. *a copy of the guide for writing the research paper. It will cost you $2.00 if you lose it. Guard it with your life!*
2. *index cards (3 x 5 or 5 x 8)*
3. *plastic cover to place your final copy in*
4. *large manila clasp envelope to place all materials in (you will be handing in everything).*

Steps to follow:

1. *Plan a number of questions for each guest speaker who comes in. Be prepared to take notes. He may give you some ideas for your paper.*
2. *Write a response to each of our speakers. These should be placed in a writing folder to be submitted along with your research paper. Later you will choose one response to develop into a longer paper.*
2. *Decide on a topic and form a hypothesis.*
3. *Devise ten questions you need to research on your topic.*
4. *Research your topic using the bibliography card and notecard form in your research guide.*
5. *For each book you use, write a bibliography card.*
6. *Do not use encyclopedias under penalty of death.*
7. *Conduct an interview with an expert in your field - go to the interview with questions you intend to ask, a pad and pencil, and a tape recorder if you wish. Be sure to ask your interviewee's permission for taping ahead of time. Submit your tape to me along with the rest of your materials.*
8. *Sort out your notecards and your interview cards (one card per question).*

9. *Write your first draft.*

10. *Do a peer evaluation in physics or calculus.*

11. *Do a peer evaluation in English.*

12. *Write your final draft.*

13. *Proofread your final draft (typos count as misspellings, etc.)*

14. *Place your paper in a plastic cover*

15. *Place all materials in a large manila clasp envelope*

Outline
Rough drafts (2)
Peer evaluations (2)
Bibliography cards
Notecards
Interview cards
Final draft
Tape of your interview (optional)
Writing folder

WRITING FOLDERS FOR THIS PROJECT - You will be hearing eight guest speakers and will write a response to the comments of each. In addition, you will write a response to the article, "The Ethics Dilemma," and to an article you clip from the paper yourself. Lastly, you will write up a response to your interview. These should be turned in at the time your research paper is turned in. After vacation, you will be asked to take one of these responses and develop it into a longer paper for a grade.

English 12S
Writing Across the Curriculum

Name _____

Mrs. Downie

Directions: *After each speaker, you will be asked to write either in class or at home about the presentation. This is to be a rough draft only. You need not be unduly concerned about grammar, punctuation, mechanics although we do expect you to be literate. We are particularly interested in your response to these speakers. In your evaluation, you may wish to consider the following items, but feel free to go off in any direction that interests you. We are interested in you and your reactions; therefore, try not to tell us what you think we want to hear.*

1. *A brief summary.*
2. *How any information given struck a responsive chord in you because of personal experience or an experience of a family member or friend.*
3. *What interested you the most/least.*
4. *What aspect, if any, you would like to explore further.*
5. *What ideas it provided for your paper.*
6. *Any correlation to other subjects, interests, hobbies, etc.*
7. *Anything you didn't understand or would like clarified.*
8. *LAST AND MOST IMPORTANT - STATE THE ETHICAL ISSUES INVOLVED*

Speakers Used in the Ethics Unit

JEFF WALLER - Civil Engineer with the City of Virginia Beach (calculus)

Mr. Waller discussed the college honor system and the consequences of cheating under this system. He also discussed the ethics of engineering and in giving expert testimony in court cases.

DENNIS TALTON - Registered Architect (English, physics)

Mr. Talton discussed the aesthetics and ethics of architecture. He stressed preserving the integrity of the environment as well as meeting the requirements of the client.

LAZLO ARANYI - Registered Architect (English, physics, calculus, home economics)

Mr. Aranyi discussed the ethics of architecture as well as the aesthetics of it. He emphasized preserving the integrity of the environment and building houses which complement the land upon which they rest.

KURT MERRITT - Civil Engineer with experience in nuclear physics (calculus, physics, English)

Mr. Merritt discussed the ethics of nuclear waste disposal and safety control measures.

PAUL SCIORTINO - Virginia Beach City Commonwealth Attorney (English, physics, history)

Mr. Sciortino discussed the ethics involved in court cases and decisions, witness testimony, attorney protocol, and jury selection.

JACK JENNINGS - City Councilman to the Lynnhaven Borough (English)

Mr. Jennings discussed the ethics of the growth of Virginia Beach and the responsibility of an elected official to his constituents.

MEYERA OBERNDORF - Virginia Beach City Councilwoman for Kempsville Borough (English)

Mrs. Oberndorf discussed the ethics of planned growth and the necessity of practicing conservation measures in Back Bay. This grass roots politician stressed her responsibility to her constituency as well.

BRUCE BARRY - News Reporter for WTKR, Channel 3 (journalism, history)

Mr. Barry discussed ethics in journalism both from the standpoint of the reporter and the management. He discussed a case which involved the public's right to know versus national security.

DR. JOHN KING - *Member of the Board of Ethics of Eastern Virginia Medical School. He also teaches philosophy at ODU. He has a Masters degree in Ethics and a Doctorate in Theology.*
(English, history, physics, calculus)

Dr. King defined ethics as a discipline and discussed ethical issues in applied science, medicine and the law.

English 12S *Author's Name* _____.
Peer Evaluation
Mrs. Downie *Peer Evaluator's Name* _____

Directions: Answer the following questions in detail about the paper you are evaluating.

Remember! If this evaluation is done poorly, you will be required to redo it!!!!!

1. *What is the author's hypothesis?*

2. *List 5 points that he makes to support his hypothesis.*

   1.

   2.

   3.

   4.

   5.

3. *What do you particularly like about the paper?*

4. *Are the author's arguments convincing? If not, explain why not. If so, list the best one.*

5. *(a) Does the author's research material seem to be up-to-date and relevant? Look at the sources noted in his end notes and bibliography.*
   (b) Is the quality of the research up to standard? If not, which source do you feel is not top quality and tell why.
   (c) Does he have sufficient source material?

6. *Is the author's paper well organized. Does he save his strongest argument for last? Write down what you feel is the author's strongest argument. Where does it appear in his paper?*

7. *Are the end notes and footnotes done correctly? If not, what is incorrect?*

8. *Is the paper well supported? If not, where does the author need to use further support?*

9. *Look at the author's introduction. Is he quite clear about what he is going to do? Is it well written?*

10. *Look at the author's conclusion. Sum up what he says. Is it sound, and does it really end the paper?*

To the Peer Editor:

Is the author's paper complete with footnotes and bibliography? _____

To the Author:

Did the peer editor answer all questions thoroughly? _____

SCHEDULE FOR YOUR ETHICS PAPER

March 4 Speaker in Calculus: Jeff Waller (Civil Engineer) Students will write a response to the speaker's remarks	5 English - read and respond to newspaper article "The Ethics Dilemma"	6 English & Physics - Speaker (Dennis Talton - Architect) Students will write a response to the speaker's remarks	7 English, Calculus, Physics Guest Speaker - Curt Merritt, Civil Engineer Students will write a response to the speaker's remarks	8
11 Hypothesis, rationale, & preliminary outline due Speaker - English, Physics, Calculus, Home Economics Laslo Aranyi, Architect - students will write a response	12 Library time - English	13 Library time - English	14 Guest Speaker - English, Physics - Paul Sciortino, Va. Beach Commonwealth Attorney Students will write responses to speaker's comments	15 Guest speaker - ~~MBG~~ Jack Jennings - City Councilman Students will write responses
18 English - formulate questions for their interview First set of bibliography cards and notecards are due	19 Guest Speaker - Meyera Oberndorf City Councilwoman - English Students will write responses to her comments	20	21 English - time to work in class on rough drafts History, Journalism - speaker - Bruce Barry, Journalist Responses will be written	22 English - time to work in class Bruce Barry - Ethics in Journalism (Responses)
25 English - Outline of paper is due English - in class - write a response to your interview	26 Guest Speaker - English, Calculus, Physics, History Dr. John King, Ethics in Medicine - professor at ODU	27	28 First Draft Due Peer Evaluation - Physics and Calculus	29 Peer Evaluation in English
April 1	2	3	4 <u>Ethics Paper is Due</u> Outline Rough Draft (2) Peer Evaluations (2) Bibliography cards Notecards Final draft	5 VACATION Whoopee!!

Ethics dilemma

Fine line separates public, private lives

By ALISON MUSCATINE
Washington Post News Service

WASHINGTON — Public disclosures last week about a top government official who periodically beat his wife have raised a perennial question in Washington: At what point does a public official's private behavior affect his ability to serve his office?

The official, John M. Fedders, the chief enforcement officer at the Securities and Exchange Commission, resigned Tuesday after acknowledging that he beat his wife during their 18-year marriage. He was not charged with a crime, and there was no indication that his personal problems had hindered his job performance.

Is this a case in which a public official should be forced from office? Just when should a public official's personal life become the basis for dismissal — or for a news story? Such questions have long divided politicians, academics, lawyers and journalists.

"We are really uncertain about the whole area of the private in American life," said Bruce Payne, a professor of ethics and public policy at Duke University. "On the whole I think we ought to keep private lives of public people as private as is reasonably possible. But when they do things that by their standard and by the mass public's standard are deeply wrong, it may be inappropriate for them to remain in high position."

The disclosures about Fedders arose in testimony from his wife, Charlotte, during the couple's divorce trial last month in Montgomery County Circuit Court. However, White House counsel Fred Fielding had learned of the allegations against Fedders months earlier in a letter to President Reagan from Charlotte Fedders that was delivered to the White House by her sister. Some staff members on Capitol Hill said that they had heard rumors of John Fedders' wife beating a year ago.

"Part of the hypocrisy is that we are willing to tolerate criminality, illegality and immorality unless it comes to the attention of a court," said Alan Dershowitz, a professor at Harvard Law School. After news accounts of the beatings surfaced last week, the White House said that no action would be taken against Fed-

☐ Please see Line, Page A3

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A fine line separates public and private lives

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ders pending the outcome of his divorce trial, which has been postponed until May. A White House official said that the administration did not want to interfere in a private matter that was being handled by the courts. Fedders, however, quickly resigned

Fedders' marital problems, his mounting debts and his role as an outside lawyer for Southland Corp. during a time when the company was accused of concealing a bribery scheme were first reported Monday in a front-page article in The Wall Street Journal and the next day in The Washington Post and other newspapers.

"This was obviously a very agonizing decision for us," said Stewart Pinkerton, an assistant managing editor at The Journal. "Generally, we don't think we ought to be writing about public officials' private lives when there is no indication that whatever is going on is affecting their performance of their public duties. But when you added everything up (about Fedders), there were fairly compelling arguments for writing about this."

Benjamin C. Bradlee, executive editor of The Washington Post, said that the Fedders case was unequivocal.

"Moral turpitude on the part of someone involved in law enforcement is a pretty good definition of news,"

Biddon

Bradlee

Bradlee said. "You can't do your job while you're breaking the law. Your hands aren't clean."

Ethics experts, media critics and government officials who were interviewed last week seem to agree that there are three cases in which a public servant's personal conduct is newsworthy: If evidence indicates that an official has committed a serious criminal or moral offense; if the official's conduct has impaired his ability to perform his duties; or if the official abuses his office.

The rules are less clear when an official's conduct is questionable but not criminal. "There is a set of ethics you have to subscribe to if you're going to buy into the high levels of Washington," said Don Wortman, acting director of the National Institute of Public Affairs. "The public has every right to demand an extremely high standard. If you are a known wife-beater, you have ruined your political effectiveness."

Sen. Joseph R. Biden Jr., D-Del., who questioned the ethics of Attorney General Edwin Meese III during Meese's confirmation hearings last month, said, "The higher ... the governmental position held, the stricter the ethical standard should be."

A special prosecutor investigated allegations that Meese, while serving as counselor to the president, had arranged federal jobs for associates from whom he had received loans. The special prosecutor concluded that Meese had violated no laws. But Biden argued that an attorney general should be held to a higher standard than simply obeying the law.

Some, including Biden, said that appearances of personal or professional misconduct can become grounds for dismissal. When allegations first arose that President Carter's chief of staff, Hamilton Jordan, had used cocaine, Jordan wanted to resign, said Lloyd Cutler, White House counsel at the time.

"We had to prevent him from resigning," Cutler said. "He wanted to resign although he was perfectly innocent. I'm quite sure if we had known of a continuing drug user on the White House staff, we would have removed him."

Hodding Carter, a media critic, former newspaper editor and Carter administration official, said: "In any public position, you should follow the old cliche, 'Public office is a public trust, not a public right.' When you go into public life, you better damn well understand ... it's got to be a glass house."

As the Fedders case demonstrated, the media's role in judging the private lives of public servants is often considerable. Publicity about an official's personal problems ultimately can force him from office.

Typically, the media have avoided reporting about the personal lives of members of Congress or high-ranking administration officials in cases where extramarital activities, homosexual relationships or alcoholism are known.

Rep. Wilbur D. Mills, D-Ark., lost the Ways and Means Committee chairmanship in 1974 after a night-time companion, Fanne Foxe, a stripper, jumped into the Tidal Basin at 2 a.m. while Mills looked on. Before the incident, the media had indications that Wills was a heavy drinker and that drinking at times had interfered with his work. In the aftermath of the scandal, Mills conceded that he was an alcoholic. The point was raised, however, that the media had not previously reported on his drinking problem.

Rep. Wayne L. Hays, D-Ohio, resigned in 1976 after disclosures that the newly married congressman had had a mistress, Elizabeth Ray, on his congressional payroll.

Voters removed Rep. Robert A. Bauman, R-Md., from office in 1980, months after he was arrested for soliciting sex from a teenage boy. But Rep. Gerry E. Studds, D-Mass., won re-election last year despite being censured by the House for a homosexual relationship with a page.

This week, Judge Albert B. Fletcher Jr., who serves on the nation's highest military court, was convicted in Fairfax County, Va., of soliciting sodomy from an undercover policeman. The president and Congress have the power to remove him from the bench, but White House spokesman Larry Speakes said that Reagan did not plan to seek his removal.

Overall, there are few instances in which disclosures of personal problems, rather than professional improprieties, have ended careers. Now, however, the pendulum might be swinging in the opposite direction, said Columbia School of Journalism professor emeritus Fred W. Friendly and other media critics. This is partly because public ethics have shifted. For example, they said, the media gave little attention 30 years ago to such problems as domestic violence, alcoholism and drug abuse. Today, such issues cause wide concern.

Some critics fear that the media have overstepped their bounds. "There is too much emphasis on the private lives of public officials when there is no direct evidence that their behavior seriously affects their public performance," said Ben Bagdikian, a journalism professor at the University of California.

Architect enlightens high school students on professional ethics

Ethical principles are imperative in the practice of any profession. Ethics deals with the principles of conduct governing an individual or a group or profession. The importance of this concept can and should be applied to all career fields to help ensure quality work and customer satisfaction. This is just what Dennis Talton, Code 401, tried to convince a group of advanced senior writing class students at Cox High School recently.

Talton was a volunteer speaker at the high school's "Ethics" seminar in March, where a number of professionals spoke about the importance of ethical consideration in their jobs. Guest speakers represented a number of fields, including science, math, business and industry. Dennis Talton's topic was "Architectural Ethics" and through the course of his lecture he sparked the students' interest in not only ethics, but in the architectural profession in general. Talton spent the day speaking to five groups of students, and answering their eager inquiries about ethics and careers in architecture.

The program was developed to serve a number of purposes: to enlighten students on various career opportunities, to expose them to the concept of professional ethics, and to provide them with topics for their assigned opinion papers.

Talton's presentation covered two main areas: Background on architecture as a career, and ethics in architecture. To begin, he described to the students what an architect's job is all about. He compared it with getting dressed in the morning. You get dressed according to certain conditions (weather, environment) just as you design to meet certain conditions (climate, site, customer needs, technology, budget, and safety). Since you have to know a lot about a large number of things, the architect is more or less the "quarterback" of the design team.

Architectural ethics he described as the "dos and don'ts for architects as set forth by the American Institute of Architects (AIA)." The responsibilities set forth by the AIA reflect the general ethical obligations of any profession. There are obligations to the general public, the client, and to the profession. Obligations for the respect of the human environment and human rights is a standard for any career area. Obligations to the client include being honest with the client at all times, avoiding conflicts of interest with the client and serving the client in a competent and honest manner. Responsibilities to the profession prohibit false statements about or malicious actions toward others in your profession.

Talton also added a supplement of his own ideas on ethics to those of the AIA. The professional has a responsibility to provide a client with a product that "works." The customer's desires and requirements must be satisfied within the set budget. The design of a building, for example, must be of high quality to ensure customer satisfaction. He stressed the importance of designing buildings with health and safety factors at the forefront of concern. He also stressed the obligations to respect the building site, for example to consider and respect the existing vegetation.

Talton's lecture sparked a series of questions by the students on those ethical issues, and also about such things as an architect's salary, architectural schools, and licensing. The presentation was a great success in satisfying the information needs of this young audience.

The papers written afterwards by the students, put together with notes and videotapes from the guest speakers' presentations, were presented to a group of Virginia Beach teachers and local university professors. The presentation was so impressive that it initiated a series of applications to educational associations for future presentations, and applications for state and national grants for the support of such activities.

Talton graduated with distinction from Virginia Polytechnic Institute and State University with a Bachelors degree in Architecture, and he is a Registered Architect in Virginia. Talton spent his first four of 10 years of naval service at NavFac headquarters as an architect. In addition to designing buildings, Talton did extensive research in "Energy Conscious Architecture" and worked on two multi-media seminars on the subject.

Talton and his wife Leslie live in Norfolk and enjoy sailing, canoeing, biking, camping, gardening, reading and music.

HOTLINE

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LantDiv:	**(804) 444-9609**	**Autovon 564-9609**
NavFac:	**(202) 325-8548**	**Autovon 221-8548**
DoD:	**(800) 424-9098**	**Autovon 223-5080**

Or write: Defense Hotline, The Pentagon, Washington, D.C. 20301-1900

TEACHERS GUIDE TO:

"ETHICS IN AMERICAN BUSINESS"

for

Social Studies

Sylvia M. Hallock, Instructional Specialist
Virginia Beach City Public Schools

Susan L. Downie, English Teacher
Frank W. Cox High School
Virginia Beach, Virginia

The unit, "Ethics in American Business," is designed to encourage students to recognize and respond to several important questions about the nation which has become the most productive in history. Inherent in the questions are issues of ethical concern--questions which my students are constantly being goaded to answer, at least in part, for many of them will follow in their parents' footsteps to become members of the large and growing white collar, management, executive cadres of business or the military, levels at which important decisions are made.

Following is a list of the questions and activities in this unit as they progress from simple definition and chronological sequence to the culminating work of writing an opinion paper based on both research and I-search.

I. *Knowledge Based Activities--designed to build an accumulated set of facts, definitions, and concepts.*

   A. *Text readings - three chapters with study questions, quizzes, and tests.*

   B. *Audio/visuals - four films with study questions for each. (See attached.)*

   C. *Lectures and notetaking - Teacher lectures and Guest Speaker lectures. (See annotated list of guest speakers.)*

   D. *Newspaper articles addressing issues of ethical concerns in business.*

II. *Writing Activities Prior to Major Paper - designed to help build the processes of analyzing beyond the definition and identification stages of thinking. The following list shows that progression.*

   A. *Make a list of all the gadgets you have in your home. Bring it with you tomorrow for discussion.*

   B. *What elements do you think this nation had to possess in order to become such a highly industrialized, gadgetized, technocracy? What are the dangers and possible abuses of such a society? Bring in for discussion tomorrow.*

C. Over the weekend, search the newspapers for articles addressing ethical issues in business, industry, consumer protection labor, government regulation.
   1. Monday activity - In groups of three to five, share your articles
      a. Make a list of facts in each case reported
      b. Identify the ethical issue
      c. Offer an opinion or resolution of the issue

   (This activity not only helped students to become acquainted with the current issues in business, industry, etc., but also took them through a process of extracting the major issue of ethical concern from the set of given facts.)

D. Read your notes on the definition and elements of Capitalism.
   1. Translate them into your own words so that you could explain the concept of Capitalism to someone who was unfamiliar with the system.
   2. Three volunteers to read papers in class.
   3. Post on bulletin board.

E. Answer the short essay question at the end of the study sheet for the film, "Rise of Big Business". Prepare to compare and discuss with groups of three to five students tomorrow.

F. Prepare a one- to two-page essay on either assignment 1 or 2

   1. Define "Social Darwinism."
      a. Answer questions 1 and 2 from the film, "Andrew Carnegie, The Gospel of Wealth." Does anything you read in your news articles suggest that we do or do not still adhere to this theory, perhaps only in some part or to some degree?

   2. Oral Presentations
      a. Five volunteers to research and present the life and work of any of the "Robber Barons" of the industrial revolution period.
      b. Five volunteers to research and present the life and work of any of our modern "Captains of Industry." (Suggested list - John DeLorean, Howard Hughes, Lee Iococca, the Hunt Brothers, T. Boone Pickens)
      c. Class will be divided into two groups based on question answered.
      d. Groups of five discuss papers and select one from the group to be read to the class. Corrected and edited papers will be posted on bulletin board.

G. *Unions have been an integral part of the growth of business and industry in America. A similar set of writing assignments were designed to teach the factual information and chronological development, then elicit expression of attitudes about unions today, to find examples in the press of union activities, bring in guest speakers and formulate questions and responses to issues raised by them.*

H. *Immigrant labor has been a major factor in our growth. Similar assignments were made to plug this pivotal piece into the picture of America's rise to wealth and productivity. Again attitudes and facts have to be juxtaposed in order to examine and analyze.*

I. *Guest speaker responses - Students were required to*
   1. *Prepare a list of questions about the topic to be addressed*
   2. *Take notes*
   3. *Respond to presentation in terms of*
      a. *quality of presentation*
      b. *facts gained*
      c. *opinions presented*
      d. *agreement with speaker's point of view*
      e. *notation of ideas for opinion paper*

{All the student writings resulting from the preceding assignments were placed in individual writing folders. By the time the students were ready to begin work on THE PAPER, they had a healthy store of material from which to draw.}

III. *THE PAPER - An opinion paper, based on research/I-search. This writing was the culminating activity for the unit. It demanded that each student draw together all the previous activities, sort through them to select a topic of interest and concern to him, to go from the more internal responses called for in the initial activities to the externalizing processes of research/I-search. He must then organize and communicate his knowledge of the issue, identifying the ethical conflict, and then move to the highest level of extrapolating this information into the realm of predictions for future problems and resolution of such problems. The students were encouraged to offer some creative conclusions and resolutons to the problems and concerns arising in a system where we are on the threshold of a new era in American business and industry.*

SHOE
A 500-WORD ESSAY?
I HOPE I BROUGHT A BIG ENOUGH SHOVEL.
Essay Question:
In 500 words, what was the major impact of the Industrial Revolution?
The Industrial Revolution was very important indeed,
and it had a very large impact on many things and people.
Not only was it very industrial, it was also very revolutionary
The Industrial Revolution had a really large and very major impact on people who got caught in it.
including men, women, children, teachers and large domestic animals.
THE TRICK TO THESE ESSAY QUESTIONS...
...IS HOW TO SAY "I DON'T KNOW" IN 500 WORDS

Hallock 1985

REQUIREMENTS AND CALENDAR FOR THE ETHICS PAPER; AN OPINION PAPER BASED ON RESEARCH/I-SEARCH

I. *PREWRITING - Gathering ideas for ethical issues in business, industry, labor, and government regulation of business.*

Activities have included: text reading, films and filmstrips, examination of news articles, guest speakers, student presentations, and class discussions over a period of three weeks. Your responses to those activities are in your writing folder.

II. *RESEARCH AND I-SEARCH - Find from all of these stimuli a topic of interest to you. Find something that will give you the "Oh, WOW!" response. You will research the factual background of the incident, using all the proper research techniques. The I-Search will come from personal interviews. A conclusion that draws from your own concern for ethical standards for yourself and for the public community at large will be required as a "wrap-up" for the paper. This offering of opinion and resolution of the issue makes this different from the research paper.*

III. *PRODUCT - A major paper, well developed and well written, in proper style and format. Use your English grammar text or any other accepted text on form.*

Requirements:

Level I - two to four pages typed, or three to five pages, handwritten. Minimum of three sources, only one of which may be the encyclopedia.

Level II - four to eight pages typed - ready to "publish". Minimum of five sources, only one of which may be an encyclopedia. Interview is strongly suggested, but not required.

Your paper is to be placed in a binder and must be in this order: Title page; Outline; Body; Endnotes; Bibliography. See your grammar text for proper form. Drafts, note cards, bibliography cards, and peer reviews are to be placed in a manila envelope and turned in with your paper.

IV. *PUBLICATION - Each class will select the five best papers to be presented to a panel of teachers. From these, a number of papers will be selected to be published and placed in the library for other students to read. The five best papers from each class will also be presented orally to the class and then placed on the bulletin board.*

DUE DATES

LIBRARY - Thursday, 3/7; Friday, 3/8; Thursday, 3/14.
Mrs. Darden has sources on reserve. Search for additional materials as well.

IN CLASS WRITING AND PEER REVIEW - Monday, 3/11; Friday, 3/15
Monday, 3/18 - First set of bibliography cards and note cards checked
Friday, 3/22 - Outline checked
Thursday, 3/28 - First draft due - Peer review in class
Friday, 3/29 - Revision and peer review check
**Monday, 4/15 - FINAL PAPER DUE - ALL PARTS

TITLE PAGE
OUTLINE
FINAL DRAFT
FOOTNOTES OR ENDNOTES
BIBLIOGRAPHY
} IN BINDER

+Rough draft
Bibliography cards
Note cards
} PUT IN WRITING FOLDER

GUEST SPEAKERS FOR "ETHICS IN AMERICAN BUSINESS" - AN INTERDISCIPLINARY UNIT FOR U.S. HISTORY AND ENGLISH 11, BUSINESS, AND ECONOMICS

Mr. William Emerson - Stock Broker, Prudential Bache Securities.
Mr. Emerson is an excellent speaker who was able to provide factual information about the stock market and its operations and, through anecdote, to give the students a good understanding of what is ethical and unethical in his field. He outlined the need for brokers to police themselves, the need for a standard code among brokers, and the need for government regulation.

Mr. Ted Grekusis - Vice-President, Communications Workers of America, Local.
Mr. Grekusis was able to give the students insight into the functions of a union and their benefits to the worker. He was able to dispel many myths about unions as power-grubbing monsters ripping off members, management, and the public. He presented unions as the reasonable and logical respresentative of workers' rights and the instrument for communication and bargaining for fair distribution of profits to workers as well as stockholders.

Ms. Mary Vinson - Public Relations Officer, Chesapeake and Potomac Telephone Company. Ms. Vinson brought a wealth of information to help us all to better understand the divestiture of AT&T and the subsequent reorganization of the communications systems. She also informed us of some of the current technological breakthroughs in this vital industry. Students were fascinated by the possibilities for the future. It also provided some difficult questions about government regulations and what seems to be discrimination against some corporations. The question was raised as to whether the public interest is always best served by government regulation.

Mr. Paul Sciortino - Commonwealth's Attorney, Virginia Beach.
Mr. Sciortino addressed many questions of ethics in the law, but for my students, his most interesting topic was the Playboy Channel issue. They directed their questions to the business aspects of the Cox Cable decision to withdraw the franchise. We tried to concentrate on the free enterprise issues as they relate to and sometimes come into conflict with moral or ethical standards. First Amendment freedoms can be approached from many directions on this one issue.

Officer Robert Woytych - U.S. Immigration Service

Mr. Woytych discussed the place of immigrants in the labor force, emphasizing the fact that the 1965 Johnson Act gives priority to immigrants with skills needed in America and those in the professions. The effects of the provisions of the Simpson-Mazzoli Bill were discussed, particularly the section which makes it a crime to hire the illegal alien.

Dr. John King - Ethicist, Eastern Virginia Medical Authority and Professor of Philosophy at Old Dominion University.

Dr. King was the most dynamic among a field of very interesting, highly qualified, and informative speakers. He began by encouraging intellectual "wonder", something that many of our students have lost. And teachers, too, I'm afraid. Dr. King taught the students how the discipline of Ethics fits into the schemata of a system of thought. Many students had no idea that there was such a thing as a "system of thought". They need to know! They proved through their response to him that they are ready to know more than we have offered them. If students were taught more about the process of critical thinking and making judgments based on reason, I think we would find them very willing to commit to the process. Dr. King could be used as a speaker for almost any subject area where students are considering areas of conflict resolution.

P. R. #1

Ethics Papers Worksheet
Wednesday, 3/20

PEER REVIEW OF HOOK, THESIS STATEMENT, AND INTRODUCTORY PARAGRAPH

1. Spend the first (10 minutes) of class in absolute silence with your "Ethics" paper materials. During that time, write a (1) "Hook" and a (2) Thesis Statement on a clean sheet of paper. Do not put your name on it. Label both the hook and the thesis statement. (Use a code or symbol.)

2. Pass to front of your row. I will redistribute.

3. Read the paper you have been given. Answer the following questions on a separate sheet. You have (10 minutes = 20). Copy the person's symbol on your critique sheet.
   Hook - 1) Does this hook grab me?
   2) Why or why not?
   3) Do I have a suggestion to improve this hook?
   4) If so, write it!

   Thesis statement - 1) What is this writer trying to tell me? Paraphrase to tell what you understand the meaning of the thesis statement to be.
   2) Is this an effective statement?
   3) What makes it effective or ineffective?
   4) Do I have a suggestion to improve this statement?
   5) If so, write it!

4. Pass papers to front of row. I will redistribute.

5. Follow the same process again with the second papers. (10 minutes = 30)

6. Pass to front. Owners reclaim papers. Read comments.

7. Decide whether to follow the suggestions and make changes or explain, in writing, why you choose to keep your original wording. (10 minutes = 40)

8. Begin working and weaving your hook and thesis statements together into an introductory paragraph. Have it ready for Peer Review tomorrow.

Thursday, 3/21

Repeat process with introductory paragraphs.

Peer Reviewer _____

Author _____

Title _____

1. Is the thesis of this paper clear?
   If not, offer a suggestion.

2. List three main points the author makes to support his thesis.

   1)

   2)

   3)

   Is the thesis well supported by these points?
   If not, offer a suggestion.

3. Are the author's arguments convincing? Why or why not?

4. Is the paper well organized?
   Does the author save his most convincing points for last?
   What do you see as his strongest argument to convince you he is right?

5. Read the conclusion carefully. Sum up what it says. Is it sound and does it put an effective "wrap-up" on his arguments?

6. Put an X by any parts that are missing or incorrect.

   Title page ____ Outline ____ Body ____ Endnotes ____
   Bibliography ____

7. How would you rate the overall mechanical style? Circle one.

   Excellent Very Good Good Fair Poor

8. How would you rate the overall effectiveness of the content of the paper?

   Excellent Very Good Good Fair Poor

SHOE
BY JEFF MacNELLY
AWRIGHT, CLASS!! LISTEN UP!! I WANT YOU TO WRITE ME A SHORT PARAGRAPH...
ON THE CAUSES OF SHAYS' REBELLION.
WHA?
I NEVER HEARD OF IT!!
CALM DOWN NOW, SKYLER... DON'T PANIC!! USE YOUR COMMON SENSE!!
OKAY. NOW, WHAT DO WE KNOW HERE?
WE KNOW IT WAS A REBELLION...
WE KNOW IT WAS FAIRLY IMPORTANT, OR IT WOULDN'T BE A QUESTION ON A HISTORY TEST.
WE ALSO KNOW IT WAS A FLOP, OR THEY WOULD NEVER CALL IT A REBELLION.
OKAY, HERE GOES:
Basic human greed and wanting to be closest to the pool were the main causes of the Chaize Rebellion...
SOMETIMES YOU JUST HAVE TO GO WITH YOUR GUT.
MACNELLY

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ETHICS: STEP-BY-STEP

A GUIDELINE FOR YOUR OWN UNIT

The following is offered to you to get you started should you wish to set up an interdisciplinary unit of your own.

Sylvia M. Hallock, Instructional Specialist
Virginia Beach City Public Schools

Susan L. Downie, English Teacher
Frank W. Cox High School
Virginia Beach, Virginia

Ethics: Step-by-Step

A Guideline For Your Own Unit

The following is offered to you to get you started should you wish to set up an interdisciplinary unit of your own.

I. *Select your teacher core. You will need a minimum of two teachers from two different disciplines who will take most of the responsibility for the unit.*

II. *Determine your topic. This topic must cross disciplines and be relevant to all of them.*

III. *Select other teachers to be involved. Be careful to select teachers who have many of the same students in their classes and who are fairly flexible. Obviously, the topic must be relevant to their curricula.*

(We chose English, calculus, and physics because each discipline in the twelfth grade discusses ethics in its curriculum, and we shared students. Almost all students had English 12 Superior and at least one of the other subject areas.

On the eleventh grade level, we chose History 11, English 11, business law, and business economics. The central theme for this unit was The Development of Capitalism from Industrial Revolution to the Present.

Those few students who were not taking any of the selected courses other than English wrote the paper for their English teacher solely).

IV. *Set up regular planning meetings. Once a week is vital (more often is is preferable). In these meetings, determine the following:*

- *the classes in which guest speakers will appear*
- *whether classes will be combined to hear these speakers*
- *in which classes responses to the speakers will be written*

V. *Set up a policy for approving topics.*

(In our case, all teachers had to approve the topic before students could begin.)

VI. *Determine the criteria for the paper.*

- *page length*
- *number and quality of sources*
- *footnote and bibliography form to be used*
- *whether tapes are acceptable for interviews*

VII. *Schedule library time.*

(We agreed that only the English teacher would take library time from class due to curriculum constraints in the other disciplines.)

VIII. Determing the writing process. We used the following model:

A. Pre-writing*
   1. Zero draft stage
      a. Teaching units - base of knowledge
      b. Class discussion of possible topics
      c. Teacher approval of topic - set criteria
      d. Guest speakers - stimulus and expand knowledge base
      e. Hypothesis - teacher approval
      f. Interviews - I-Search (required or optional)
      g. Library time - four days - research
      h. Note cards and bibliography cards prepared
   2. First draft stage
      a. First draft of thesis statement, hook, introductory paragraph, outline
      b. Peer review and revision (peer review models appear throughout this booklet)
      c. First draft of paper
      d. Second peer review and revision
      e. Teacher review

   * Note - Some may be done simultaneously

B. Writing - Prepare paper for evaluation and publication with all criteria met

IX. Determine in which classes peer evaluation will be conducted.

(We decided students would peer evaluate in each discipline.)

X. Discuss grading. Should students submit one paper to be graded by all teachers respectively or should they submit separate copies to each of the teachers involved?

(We asked students to submit separate copies to each teacher to avoid bias.)

XI. Determine publication techniques.

(We held an awards ceremony conducted by the principal of our school to honor the best papers. These papers were placed on display in the library where other students could read them.

Since we had videotaped each step in the process, this videotape was placed on display as well.)

Student arguments welcome in Beach ethics class

By PAUL SUSSMAN
Staff writer

VIRGINIA BEACH — It's OK for students to argue in Susan Downie's English class at Cox High School. Furthermore, it's encouraged.

Sylvia Hallock, a former Cox social studies teacher who is now a school system instructional specialist, holds the same view.

"One of the most exciting things that happens in a classroom is a good argument," she said.

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"A course in history is no good unless you can reflect on it and make some decisions and judgments. If a student has some experience at looking at past actions, he is better able to see what the consequences might be."

Teaching methods such as those used by Hallock and Downie have been under attack recently from members of some conservative and religious groups. Such groups believe it is the school's duty to teach students what to think, not just how to think, on certain ethical questions.

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But both women strongly defend the concept of teaching students how to make their own decisions.

"Everybody's view of right and wrong is a little different," Downie said. "I don't feel I can impose my views on the kids. I would rather have them decide for themselves. And that's what we're trying to do, give them the critical thinking skills so they can decide for themselves."

Staff photo by PATTY O'BRIEN Jr.

Cox teacher Susan Downie, right, discusses an issue with student Ronald Joyner while instructional specialist Sylvia Hallock, left, offers advice.

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Eastern Virginia Writing Project

SPONSORED BY THE COLLEGE OF WILLIAM AND MARY,
THE STATE OF VIRGINIA, AND LOCAL SCHOOL DIVISIONS

Director: Mark Gulesian

Newsletter

Editors: Karen Rowell and Carolyn Rowland

Vol. 1 No. 3 July 1986

WORKSHOP DEVELOPS CRITICAL THINKERS

The National Assessment of Reading and Literature in 1979-80 reported, "Students seem satisfied with their initial interpretations of what they have read and seem genuinely puzzled at requests to explain or defend their points of view. Few students could provide more than superficial responses to such tasks, and even the "better" responses showed little evidence of well-developed problem-solving strategies or critical-thinking skills." It has been shown that the comprehension process involves four steps. Initial comprehension leads to preliminary interpretations, followed by a reexamination of the text in light of these interpretations, leading to extended and documented interpretation. The National Assessment found only five to ten percent move beyond preliminary interpretation. These staggering results indicate a need for educators to examine the students' critical thinking process.

In May, 1985, Sylvia M. Hallock, an instructional specialist in Virginia Beach, and Susan L. Downie, an English teacher at Frank W. Cox High School in Virginia Beach, presented a workshop entitled "Honing Critical Thinking Skills Through Writing" during the winter institute team-taught by Project directors, Mrs. Mary Barnes, Dr. Mark Gulesian, Dr. Carol Pope, and Dr. Denny Wolfe. The workshop has also been presented at the Virginia Council of Social Studies Supervisors and College Educators Conference, and the Virginia Council for the Social Studies Conference. The presenters were also invited to the National Council of Teachers of English Conference.

It has been proposed that this workshop be incorporated across the curriculum. The workshop urges teachers to consider teaching ethics as it applies to their subject area, to teach the value of writing to learn as a tool for critical thinking, and to construct an environment in which a transference of ideas can bridge the gap between the disciplines. The workshop stresses the importance of students to recognize ethical concerns by writing about these concerns. Ultimately, the student is prepared to make decisions in our complex world.

A pilot program was implemented at Cox High School in Virginia Beach to deal with the workshop's proposals. A core of teachers from applied science, applied math, and English worked closely to prepare an organized, flexible strategy from pre-writing to the final draft of an opinion paper based on research in the subject area.

As well as a research paper, students wrote comments to eight guest speakers' presentations and responses to the article, "The Ethics Dilemma," and to another article of the student's choice.

Guest speakers invited to meet with the students included the following: Jeff Waller, a civil engineer, discussed the ethics of engineering. Dennis Talton, a registered architect, stressed the integrity of preserving the environment as well as meeting the requirements of a client. Laslo Aranyi, a registered architect, emphasized building homes to complement the land upon which they rest. A civil engineer with experience in nuclear physics, Kurt Merritt, discussed the ethics of nuclear waste disposal and safety control measures. Attorney Paul Sciortino discussed the ethics involved in court cases and jury selection. Jack Jennings, a city councilman, discussed the ethics of growth in Virginia Beach. A city councilwoman, Meyera Oberndorf stressed responsibility to constituents. Bruce Barry, a news reporter, discussed ethics in journalism. Dr. John King, a member of the Board of Ethics of the Eastern Virginia Medical School, and a professor of philosophy at ODU defined ethics as a discipline and discussed ethical issues in applied science, medicine, and the law. The teachers provided the time and experience. Students provided the synthesis as they drafted their opinion papers.

In conclusion, the participating teachers found that the following is true: "We now have a student body that is more knowledgeable, aware, and thoughtful than we had in September. Our students

write responses to a variety of situations, speakers, films and events, and these responses are often provocative and insightful. They think critically, and not only do they analyze, organize, and synthesize, they produce. Writing to learn has created, if not more talented writers, at least more talented thinkers."

Project Reflections

The boxes of books are heaped around me in my office, the memos about writing groups and morning gastronomics have been written, the syllabus revised. The summer institute is ready to begin its seventh cycle. It lives. Yet.

I went today to the Botetort complex, for the first time since last summer, just scouting the territory to see if it was ready for us to move in. As usual it wasn't, and as usual I wandered through the deserted lobbies, unlocked the rooms we use for computers and offices, and checked the refrigerators. It was as though all of you had just left a moment before. Or perhaps you would all be back, in the morning, gathered around the wheezing coffee pot, the one Clarke Franke dropped in the summer of 1979 while we waited for Krispy Kremes. There is the very wall Helen Odom covered with those charming examples of student writing. Here Debbie Bruce gave us all lessons not only in writing, but in elegance and Ginny McDaniels demonstrated the power of the eye-search paper through the gravelled boxes of her sea-captain jabber. There is the chair in which Ron Whitenack sat mummified from the waist up, cycling passionately in his mind and on paper. If I listen carefully, I can hear the voices of Harold Pravtocki's comrades echoing around their barracks in India. And on and on.

And on to the summer of 1986. Thanks to all of you, we had over thirty applicants for the twenty slots. If you like statistics, here are some. The twenty come from five school divisions, including Chesterfield, Gloucester, Hampton, Newport News, Virginia Beach, and Williamsburg/James City County. Five are high school teachers, seven junior or middle school, and eight elementary school teachers. Two teach history, two teach special education, one teaches math. Nineteen are women. There's a statistic to remember.

We will be in session from June 30 to July 31, and I hope you will pay us a visit at least once. We have two guest speakers scheduled. On July 9 Mr. Ben Brunwin is coming to speak on how ten to twelve-year-old British and American school children collaborated on writing historical novels. He will also talk about contemporary practice in British schools. On July 15, C. C. Horne, Governor Baliles's chief speechwriter will do a "luncheon conversation" about how he composes. C. C. wrote for the Virginian Pilot before he wrote speeches.

If you can't come any other time, please come to our annual pot-luck luncheon on the last day of the institute, July 31, 12:30 e.m. I'll be sending an RSVP notice on this later, but I wanted to alert you early.

It has been a different year for me. Some of you may recall I had the fall semester to do research. The little yellow booklet Promise and Resurrection was one result. Another was that I found myself for the first time since 1959 far enough away from the profession to get a good look at it. I'm not sure I have recovered yet, but I did rediscover that the redeeming feature of our profession, for me, is students. Without school students or college students who want to develop professionally —without students this profession holds no meaning. What do they do, all those who do not teach but are in teaching?

So I have cleaned the coffee pot that Clarke dropped, so that it will puff and wheeze a bit more musically as it leans just as drunkenly as ever. And I look forward to walking into Botetort next week to hear the dulcet tones of Mary Barnes proclaiming "For God's sake, Mark..." And who knows what socks Jim Beers won't wear this summer? But mostly, I look forward to the stories that will be told, the characters that will be created, the lives and thoughts that will be revealed. Most of all, I look forward to the reluctant, nervous and apologetic, confident, eager, arrogant writers who, in the appreciative silence that follows the reading of their writing will know that they are someone special. That's teaching.

EVWP Director Mark Gulesian

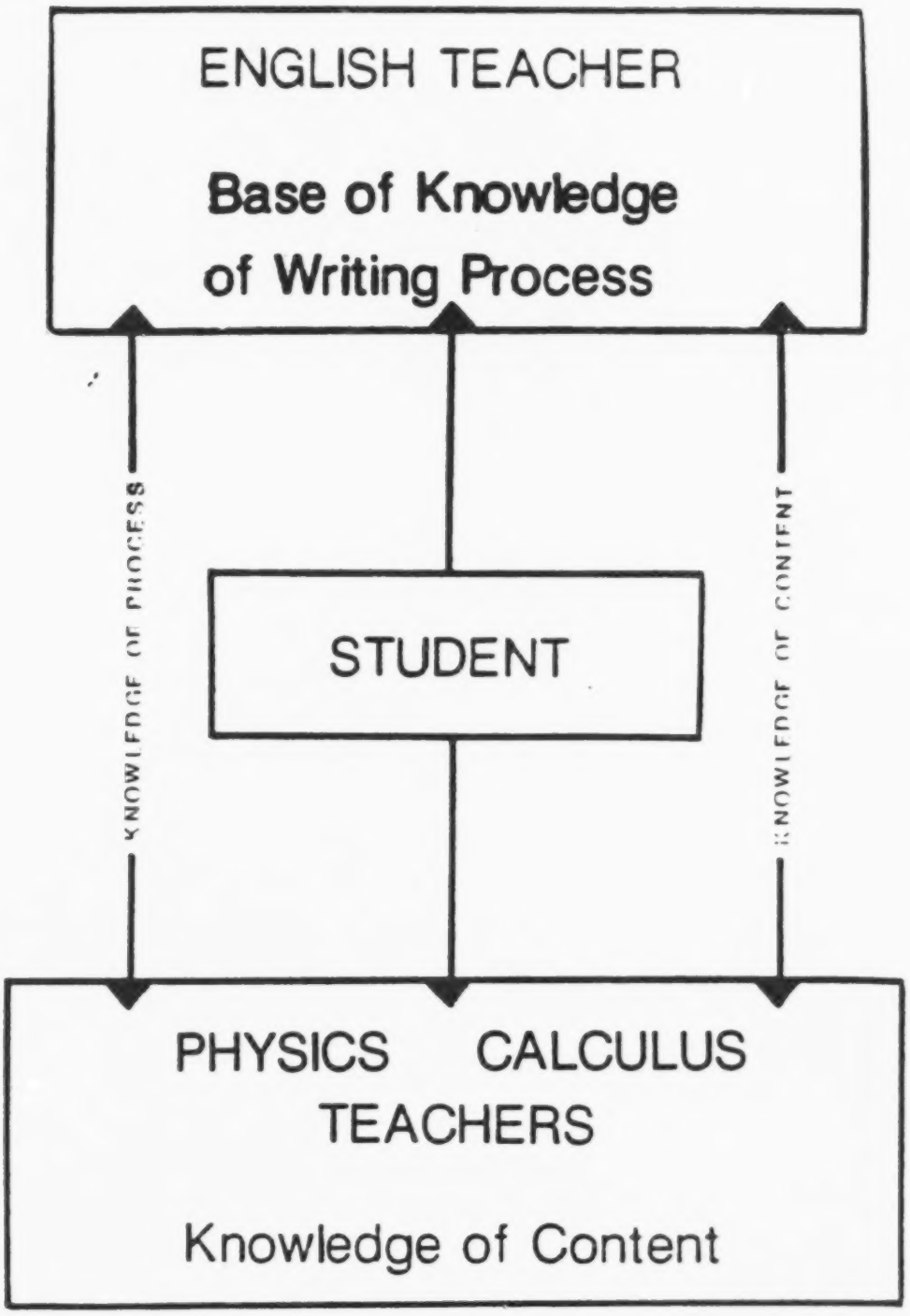

ENGLISH TEACHER
Base of Knowledge
of Writing Process
KNOWLEDGE OF PROCESS
STUDENT
KNOWLEDGE OF CONTENT
PHYSICS CALCULUS
TEACHERS
Knowledge of Content

Figure 1

*Figure 2. Taxonomy of Thinking Levels.

Level	Cue Words	
KNOWLEDGE *Recall* Remembering previously learned material	Observe Repeat Label/Name Cluster List Record Match	Memorize Recall Recount Sort Outline/Format Stated Define
COMPREHENSION *Translate* Grasping the meaning of material	Recognize Locate Identify Restate Paraphrase Tell Describe	Report Express Explain Review Cite Document/Support Summarize Precise/Abstract
APPLICATION *Generalize* Using learned material in new and concrete situations	Select Use Manipulate Sequence Organize Imitate Show/Demonstrate Frame How To Apply	Dramatize Illustrate Test Out/Solve Imagine/ Information Known
ANALYSIS *Break Down/Discover* Breaking down material into its component parts so that it may be more easily understood	Examine Classify Distinguish/Differentiate Outline/No Format Given Map Relate To	Characterize Compare/Contrast (Similarities/Differences) Question Research Interpret Debate/Defend Refute Infer Conclude/Draw Conclusions Analyze
SYNTHESIS *Compose* Putting material together to form a new whole	Propose Plan Compose Formulate Design	Construct Emulate Imagine/Speculate Create Invent
EVALUATION *Judge* Judging the value of material for a given purpose	Compare-Pro/Cons Prioritize/Rank Judge Decide Rate Evaluate Criticize Argue	Justify Convince Persuade Assess Value Predict

*Carol Boothe Olson, "Fostering Critical Thinking Skills Through Writing," Educational Leadership, November, 1984, pp. 28-39.

WRITING SKILLS AND CONTENT KNOWLEDGE
A PARALLEL PROCESS

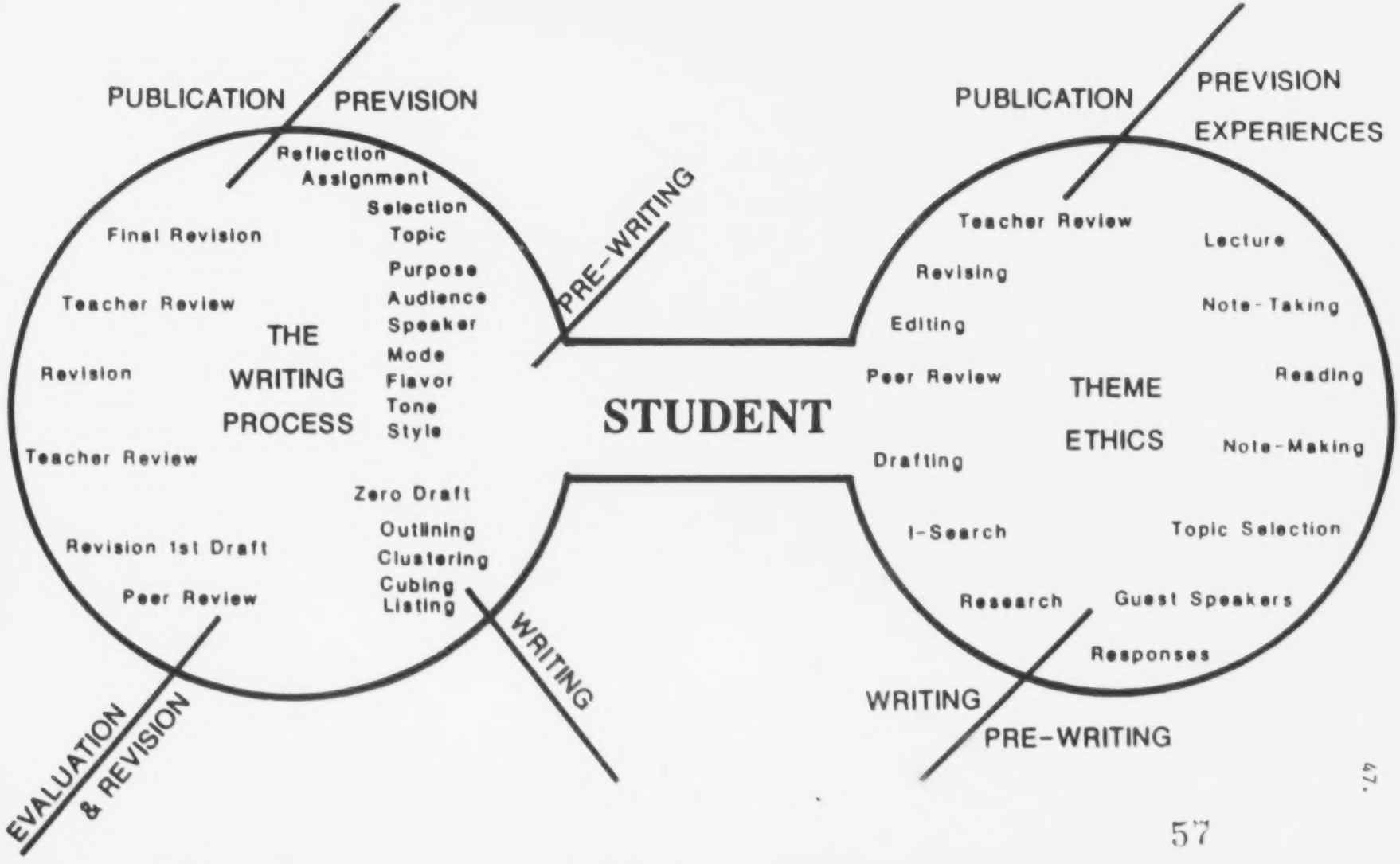


Figure 3.

Reading, Thinking, and Writing

A four-step model of the comprehension process:

1. Initial comprehension, leading to
2. Preliminary interpretations, followed by
3. A reexamination of the text in light of these interpretations, leading to
4. Extended and documented interpretation

Only 5 to 10% move beyond Step 2.

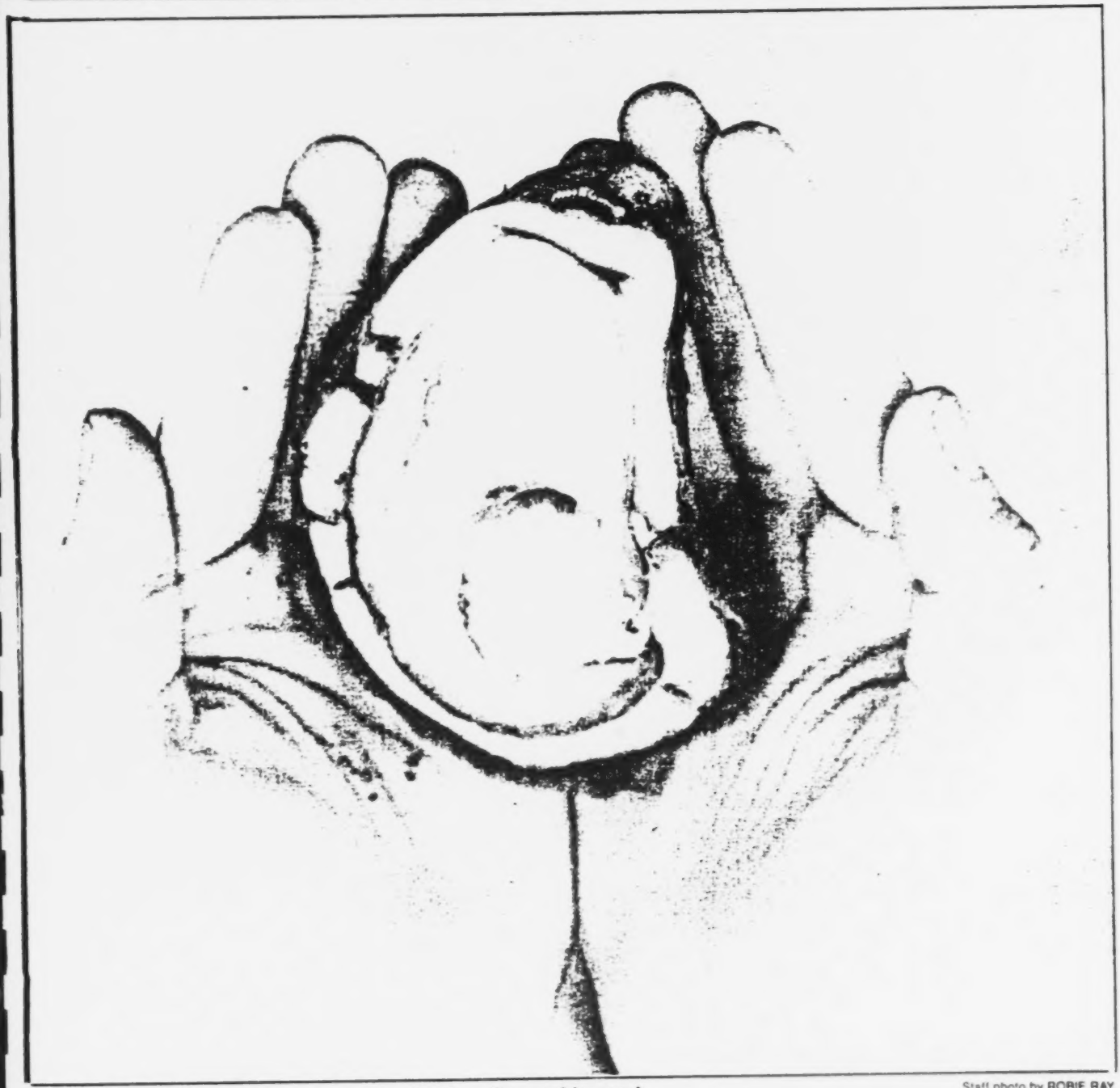
"Students seem satisfied with their initial interpretations of what they have read and seem genuinely puzzled at requests to explain or defend their points of view. Few students could provide more than superficial responses to such tasks, and even the "better" responses showed little evidence of well-developed problem-solving strategies or critical-thinking skills."

—National Assessment of Reading and Literature, 1979-80

	12 Superior	9 Remedial
General Topic	Ethics	Ethics
Specific Topic	Issues in Applied Math, Science, or Social Studies	Issues in Marine Sciences, Social Studies
Interdisciplinary Courses	English 12S Physics Social Studies Calculus	English 9R English 10R Social Studies Applied Science 9
Time	6 weeks	4 weeks
Guest Speakers	Yes	Yes
Written Responses to speakers and news articles	Yes	Yes
Writing to learn	Yes	Yes
Use of the writing process- pre-writing, drafting peer review, final draft, publication	Yes	Yes
Research	Yes	Yes

12 Superior	9 Remedial
Oral Reports	
No	Yes
I Search	
Yes	No
Field Trips	
No	Yes
Reading of Fiction	
No	Short Stories Poems Excerpts from a Novel
Final Product	
Opinion Paper	Short Essays Letters Drawings Diagrams Collages
Publication	
Awards Ceremony Best Work Chosen for Display	Most Work Read Aloud

IT'S IN YOUR HANDS



Lynnhaven oysters were once a raw-bar favorite coast-to-coast.

Staff photo by ROBIE RAY

"ETHICAL ISSUES AFFECTING OUR LOCAL WATERWAYS"

An Interdisciplinary Unit
Using Writing to Learn
to Foster Critical Thinking Skills

As presented to

Eastern Virginia Writing Project
William & Mary College

Virginia Association of Teachers of English Conference

National Association of Teachers of English Conference

by

Susan L. Downie

Sylvia M. Hallock

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Student arguments welcome in Beach ethics class

By PAUL SUSSMAN
Staff writer

VIRGINIA BEACH — It's OK for students to argue in Susan Downie's English class at Cox High School. Furthermore, it's encouraged.

Sylvia Hallock, a former Cox social studies teacher who is now a school system instructional specialist, holds the same view.

"One of the most exciting things that happens in a classroom is a good argument," she said.

In a pilot program developed by the two educators, the ability to put up a good argument is more important to the student wanting a good grade than the ability to come up with any "right" answer.

Hallock and Downie are not sounding a clarion call for classroom chaos. Rather, they believe students must be exposed to controversial, ethical topics and learn how to go about forming their own opinions.

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Staff photo by PATTY O'BRIEN

Cox teacher Susan Downie, right, discusses an issue with student Ronald Joyner while instructional specialist Sylvia Hallock, left, offers advice.

"Ethical Issues Affecting Our Local Waterways"

An Interdisciplinary Unit for English, Earth Science, and World Geography

The new pilot program, "Ethical Issues Affecting Our Local Waterways," detailed in this booklet, stemmed from concerns expressed during presentations of our original pilot program, "Ethics: A Final Question, a Final Solution." Participants were reluctant to use the unit with younger students or with non-accelerated students, and thus we felt it necessary to run a similar program on the ninth grade level. Naturally, changes were required in designing the new program as it involved ninth grade remedial and low average students who need more structure than the previous program had allowed. The course, by its very nature, became more content-oriented as we concentrated on "Ethical Issues Affecting Our Local Waterways."

Like the preceding one, this program was interdisciplinary in nature involving Lynn Carson, an applied science teacher, Sylvia Hallock, social studies instructional specialist, and Dorian Newill and Susan Downie, teachers of English 10R and 9R respectively. Students were chosen because they shared these teachers, and the two English teachers team-taught one class period of ninth and tenth grade remedial in the same classroom, a part of the project that was highly successful.

The topic, "Ethical Issues Affecting Our Local Waterways," was again ethical in nature and required students to think critically about local dilemmas involving these bodies of water. Students discussed and wrote about the closure of the beaches at Camp Pendleton and Seashore State Park to local residents and surfers, the conflict over the city's refusal to allow private owners to level dunes on their own land, the issue of

pumping sand onto our beaches to refurbish them as opposed to the current method of hauling sand by truck and dumping it there, growth beyond the "green line," and access to False Cape and Back Bay. Students listened to speakers, read articles, did library research and I-search, and responded to each. In lieu of a final research paper, these students wrote a series of letters, short essays, and longer compositions.

Did the unit work? Emphatically yes! Were there problems we had not anticipated? Emphatically yes! A shorter unit and fewer guest speakers were necessary to sustain the students' shorter levels of concentration. But our students did learn to think critically; they learned a great deal about the area in which they live, and they are now more able to make connections among the disciplines. As teachers, we confirmed what we had already suspected - critical thinking is not the domain of the superthinker. The slow learner can also think for himself. He needs only a topic in which he has a stake and the guidance and the tools with which to make decisions. Given these skills, he is better equipped to face the conflicts and complexities of tomorrow's world.

Goals

1. To incorporate ethics into the curriculum to augment and supplement course content

2. To encourage students to express their values and points of view in a variety of modes

3. To foster critical thinking skills

4. To approach learning and thinking from an interdisciplinary environment

5. To produce a book of representative student writings reflecting their views of our oceans, rivers, and bays

6. To use writing to learn as a tool for critical thinking

7. To construct an environment in which a transference of ideas can bridge the gap between the disciplines

Student Writing

During the course of this project, students kept some of their writings in an English journal. Others were graded and returned to be kept in a project notebook. In addition to these graded papers, articles, pictures, and drawings, etc., pertinent to topics studied were collected and turned in as part of the culminating project.

Field Trips

To enhance and enliven the students' interest in the topic, field trips were taken to the following sites:

Back Bay
Seashore State Park
Rudee Inlet
Atlantic Sewage Treatment Plant
Maritime Historical Museum
Dunes and Wetland site at Lynnhaven Inlet

Due to logistics, students were divided into groups of thirty and attended only one of the first two trips mentioned above. Subsequently, they were divided again into groups of eight and attended two mini-field trips (the last four listed). They were accompanied by teachers from the project as well as instructional specialists, Sylvia Hallock, social studies, and Debbie Dyer, science, who were instrumental in developing this unit.

UNIT SCHEDULE AND ACTIVITIES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
APRIL 1986	1	2	3	4
7 INTRO E1 Ads S1 Oceans	8 INTRO E2 Ad Proj. S2 Water	9 INTRO E3 Oral Reports S3 Lab. Seawater	10 INTRO E4 Adv. Ethics S4 Waves	11 INTRO E5 Ethics Disc. S5 Currents
14 CHANGE E1 Oral History S1 Oral History	15 CHANGE E2 Responses S2 Natural Changes	16 CHANGE E4 Readings S3 Topography Habitats	17 CHANGE E3 Essay S4 Group Proj.	18 CHANGE E5 Poetry S4 Cont.
21 CHANGE E6 Survive the Savage Sea S5 Marine Pollution	22 CHANGE S6 Case Studies Pollution Change Through Time	23 CHANGE E8 Letter to Editor S7 Habitat Design & Study	24 CHANGE E9 Readings S1 Needs	25 CHANGE E1 Debate 3 views S2 Speaker-Water Quality
28 RIGHTS E2 Readings Extinction S3 Causes of Extinction	29 RIGHTS E3 Short Story S4 Speaker-Cousteau Soc.	30 RIGHTS E3 Cont. S1 Local Issues		

CODE

Change - Environmental changes and their consequences (natural and man-made)
Rights - Rights of man vs rights of marine life forms
Ownership - Ownership of the waterways and rights to its use
Priority - Priority usage of the waterways

E - English
S - Science

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAY 1986			1 OWNERSHIP E1: Debate Preparation S2: Ocean Resources	2 OWNERSHIP E2: Debate & Letter S3: Territories & Laws
5 PRIORITY E1: Local Use Speakers S1: Local Use Interview	6 PRIORITY E1: Cont. S2: Agriculture Article	7 PRIORITY E2: Drawings etc. S3: Foods Lab	8 PRIORITY E3: Poems S4: Simulation	9 PRIORITY E4: Amusement Park S4: Cont.
12 CONCLUSION	13	14	15	16
WRITING OF FINAL PAPER IN ENGLISH AND SCIENCE AS NEEDED OR PREPARATION OF ORAL REPORT ---------->				
19 FIELD TRIP Rudee Inlet V.B. Maritime Historical Museum	20 FIELD TRIP Atlantic Treatment Plant	21 SPEAKER Wetlands Board	22 FIELD TRIP Marsh and Dune Sites- Lynnhaven Inlet	23
26 Memorial Day	27	28	29	30

ETHICAL ISSUE - OWNERSHIP OF THE OCEAN AND RIGHTS TO ITS USE

I. LOCAL ASPECTS

CONTENT	PRESENTATION AREA	ACTIVITY	MATERIALS/ RESOURCES	WRITTEN OUTCOME	EVALUATION AREA	ETHICS-ORIENTED WRITING
Local issues regarding rights -Dune buggies on beach -False Cape access -Dredging Rights -Bulkheading -Surfing	SS S	Determine Existing Laws Explore Impact on environment & life Debate on one of these issues	City Hall Corps of Engineers Wetland Act Texts, FS	*response to speaker (EJ) Outline Outline Notecards	S,SS,E S,E E	Report on one topic citing both sides of issue Letter to editor expressing views for or against one issue
II. GLOBAL ASPECTS						
Rights claimed by various countries (territorial boundaries)	SS	Library research	Reference in library	Map - boundaries marked	SS	
Fishing customs/ rights	SS	" "	" "			
Case studies of debates regarding ocean rights	Eng	Research	Periodicals	Oral report on one issue Outline of issues	E,S S	
Literature on Subject	Eng					
Law of the Seas	SS	Speaker- Maritime Law	Lawyer Ship Captain	Response to Speaker (EJ)		Develop a set of international laws for governing use of oceans (present, debate, vote)
	S,E,SS	Present & vote on proposed			S,E,SS	

Content	Presentation Area	Activity	Materials/ Resources	Written Outcome	Evaluation Area	Ethics-oriented Writing
Resources of the Sea	Science	Discussion AV	Film/Film-strip	Chart - Resources/ Type/Uses/Locations	S	

ETHICAL ISSUE - ENVIRONMENTAL CHANGES - NATURAL AND MAN CAUSES - THE THEIR CONSEQUENCES.

I LOCAL ASPECTS CONTENT	PRESENTATION AREA	ACTIVITY	MATERIALS/ RESOURCES	WRITTEN OUTCOME	EVALUATION AREA	ETHICS-ORIENTED WRITING
History of the Lynnhaven River	SS,E	Oral history related by area watermen, etc.	Local residents Historical Society	Notetaking Response to speakers	SS,E EJ	Essay - If I brought my grandchildren to see the Lynnhaven they would see
Natural river changes (tidal, etc.)	S	Tide model Lecture Text work	Text	Lab.Write-up Notes Summarization	S	
Changes caused by man (dredging, pollution, etc.)	SS		Erosion Comm. Army Corps of Engineers		SS	
II. GLOBAL ASPECTS						
Ocean environments - their balance and change	S	Group project Marine community	Texts AV material	Oral report/ display - conditions & effects of man.	S	
Cause & effect of Marine Pollution	SS/S	Lab.Seawater Pollution	Texts	Notes Lab Write-up	S S,E	Expository Essay - Do the benefits outweigh the consequences of pollution or Letter to editor exposing effects of marine pollution; asking for increased government protection.
Ocean changes through geologic time	S	Speaker	ODU Ocean. Dept.	Notes/reaction	S	
Living beneath the Sea	S,E	Discuss/design underwater habitat	Periodicals Texts	Model/drawing + description of design	S,E	Write a short story (fantasy) in which you describe life in an undersea habitat.
	E	Survive The Savage Sea (Excerpts)	Novel		E	

ETHICAL ISSUE - THE RIGHTS OF MAN VS THE RIGHTS OF MARINE LIFE FORMS

→ I. LOCAL ASPECTS

CONTENT	PRESENTATION AREA	ACTIVITY	MATERIALS/ RESOURCES	WRITTEN OUTCOME	EVALUATION AREA	ETHICS-ORIENTED WRITING
Needs of marine life	S	Filmstrips/ readings	AV library texts	Notes Life story of a marine organism	S,E	
Effects of Development on Lynnhaven River	SS/E	Speaker - Water Quality & Effects on Marine Life	Speaker Newspaper articles		SS,E	Editorial/editorial cartoon or report to newspaper from organism point of view
Man's view of the Lynnhaven River	S/SS/E	Debate - polititian naturalist developer	city council-man, local developer, Park or museum person	Record valid points of each speaker Formulate questions Response to speakers	E, SS, S	Write a persuasive paper from one point of view.
					EJ	Poem on topic

→ II. GLOBAL ASPECTS

Extinction of species through actions of man (hunting, etc.)	E	Case study readings Snow Goose Poems -Shark Barracuda	Periodicals Reference readings		E	Summarize an issue and give possible coarse of action
					EJ	Poem
	S	Causes of Extinction	Filmstrips Lecture Film - End of One	Notes		
	S/E	Speaker - Cousteau Society	Speaker	Response to speaker	E,S,EJ	Write a short story about an extinct or endangered animal expressing your ethical view by the way the story is written.
					EJ	Poem

II

ETHICAL ISSUE - PRIORITY USAGE OF THE OCEAN

1. LOCAL ASPECTS

CONTENT	PRESENTATION AREA	ACTIVITY	MATERIALS/ RESOURCES	WRITTEN OUTCOME	EVALUATION AREA	ETHICS-ORIENTED WRITING
ways local water is used -recreation -shipping -boating -navy	S,SS	Interviews: -marina owner -Seashore SP employee -Intercoast waterway -TugboatCo. -Navy	-Speakers -Data from Tourism Bureau	List of questions for speakers Response to Speakers (EJ)	S,SS,E SS E,S,SS	Drawings, mobiles, collages Collect travel brochures Write a letter to Congressman requesting beaches at Camp Pendleton be opened to local surfers
	S,SS	Mark area map with areas used in different ways (color-coded)	Large City Maps			
	E	Fictional reading	Sea Lullabye The Sea The Wolf from the Sea	Write a poem or essay @ why he's drawn to sea	EJ	
	S	Game simulation(water & beach management)				
Tourism vs. Local Use	E,SS				E,S,SS	Hypothetical situation - decide if part of Seashore State Park should become an underwater amusement park to lure tourists, thus supplementing Va Beach's revenues (small group presentation & outline)

Priority Usage of the Ocean

II. GLOBAL ASPECTS

CONTENT	PRESENTATION AREA	ACTIVITY	MATERIALS/ RESOURCES	WRITING OUTCOME	EVALUATION AREA	ETHICS-ORIENTED WRITING
Worldwide Uses of the Oceans						
-Uses	SS	FS Speakers (panel discussion)	Major oil Co. Marine Scientist	Essay on imp. of oceans to man	SS,E	List uses in order of priority & compare to other students' Justify answers
-resources	S	FS Reading Discussion	FS Text	Summary of resources & how our use of them alters the oceans	S	
	E	Fictional reading	Survive the Savage Sea (excerpts)	Chart of different foods & products/methods of obtaining them	SS	
	SS	Oil needs vs. oil pollution		Map of oil fields	SS	
Food & the Ocean						
- growing population	SS					
- farming the sea	S	Reading @ farming the sea	Sea Frontiers	Report on one method of aquaculture	S	

Priority Usage of the Ocean

CONTENT	PRESENTATION AREA	ACTIVITY	MATERIALS/ RESOURCES	WRITING OUTCOME	EVALU-ATION AREA	ETHICS-ORIENTED WRITING
	E	NonFictional Reading	"Strange & Terrible Creatures of the Deep"	Class story @ a new & terrible sea creature	E	
Establishing Priorities						
-for today -for man's future	E,SS,S	Discussion Debates Panels			E,SS,S	Expository essay- what should the priority be & what effects can be tolerated (final paper to be graded by all)
					E	Choose one priority use and write a story illustrating the result by the year 2,500
	E	Fiction	Jonathan L. Seagull		E	Write a poem, short story or essay in which they use the sea, ocean or river to illustrate a concept (ie. freedom)

GUEST SPEAKERS

Ms. Atsuko Biernot
Va. Beach Maritime Historical Museum
"Preserving Our Maritime History"

Ms. Virginia Venable
Office of Economic Development
"Attracting Clean Industry"

Mr. Kennety Melson
Beach Erosion Commission
"Pumping and Dumping Sand on Our Beaches"

Mr. Doug Fredericks
H.R.S.D.
"Operating a Modern Water Treatment Plant"

Mr. Nick Nagourney
Dept. of Utility Engineers
Arrangements for tour of treatment plant

Capt. C.H. Dorchester
VA. Wetlands Board
"The Function and Importance of Wetlands"

Mr. Wayne Crouch
Public Works Dept.
"Preserving and Managing Our Dunes and Wetlands"
Tour of dune and wetland sites

Mr. Joe Buchanan
Virginia Beach Tomorrow Committee
"Future of Our Waterways: Preserving a Valuable Economic Resource"

Mr. Jack Jennings
V.B. City Council
"Uses of Our Beaches"

Mr. Tim Barrow
Barrow and Associates, Real Estate Development
"Growth and Ecology"

Capt. Irvin Evans
Lynnhaven Waterman
"Working With Mother Nature"

Ms. Lynn Clements
V.B. Marine Science Museum
"The Chesapeake Bay" and "Poisonous Marine Animals"

ENGLISH ASSIGNMENTS

AND

SAMPLES OF STUDENT WRITING

ETHICAL SITUATIONS (SAMPLE ASSIGNMENT WITH STUDENT ANSWERS)

DISCUSS EACH SITUATION IN TERMS OF THE FOLLOWING QUESTIONS:
A. WHAT IS THE RIGHT THING TO DO?
B. WHAT WOULD YOU DO?

1. YOU ARE GIVEN TOO MUCH CHANGE IN THE GROCERY STORE

   A. GIVE IT BACK

   B. I would give it back because I run the register at Long John Silver's and I hate to be short.

      I would keep it because it hardly ever happens

      I'd keep it

2. YOU SEE THE GIRL IN FRONT OF YOU DROP MONEY IN THE HALL.

   A. GIVE IT BACK TO HER

   B. I would give it to her because it would most likely be her lunch money

      I would give it back if I knew her and liked her but not if I didn't

      I'd get her attention and give it back

3. YOU FIND SOME MONEY IN THE HALL, BUT YOU DON'T KNOW TO WHOM IT BELONGS

   A. TURN IT IN TO THE OFFICE

   B. I would keep it (who would I turn it in to if I didn't know the owner)

      I would keep it because I don't know who it belongs to

      Keep it because if I turned it in everyone would claim it

4. YOU SEE AN ACCIDENT ON THE ROAD AND THINK SOMEONE MIGHT BE HURT. THERE ARE OTHERS PASSING BY, BUT NOBODY HAS STOPPED.

   A. STOP AND HELP

   B. I would stop if I was driving; if someone else was driving I would ask them to stop

      I would help them

      Keep driving

5. YOU SEE A CLASSMATE CHEATING ON A TEST

   A. TELL THE TEACHER

   B. I wouldn't say a thing. Why should I? I cheat sometimes too.

B. (con't)

I would let him go ahead because otherwise he'd get me after class

If he's dumb enough to do it, let him. His conscience will get him.

6. YOU HAVE WORKED ALL WEEKEND ON A PROJECT. YOUR BEST FRIEND ASKS YOU IF HE CAN COPY PART OR ALL OF IT FOR HIS PROJECT.

A. I WOULD SAY NO

B. I wouldn't care. I'd just let him cheat.

I would say yes because I might need to do the same thing myself sometime.

I'd tell him maybe.

I'd tell him No

7. YOU ARE AT MOTHER'S AT LYNNHAVEN MALL. YOUR FRIEND STEALS A TAPE.

A. GET AS FAR AWAY FROM HIM AS POSSIBLE.
TURN HIM IN
TELL HIM NOT TO DO IT AGAIN

B. I would say if you get caught I was not with you because I can't afford to get into any more trouble than I'm already in.

Ask him to copy the tape for me

Forget it and let his conscience eat at him

Get far away from him so I don't get blamed

8. IT'S A BEAUTIFUL DAY. SOME FRIENDS WANT YOU TO SKIP SEVENTH BELL AND GO TO THE BEACH, BUT YOU HAVE A TEST AND KNOW THE TEACHER WILL NOT LET YOU MAKE IT UP.

A. DON'T GO.

B. So what! I'll go to the beach anyway.
Stay and take the test, but then skip afterwards
It depends on how many days I had in the class

9. YOUR FRIENDS WANT SOME BEER FOR A PARTY. YOU HAVE ACCESS TO A FAKE ID, AND THEY DON'T. THEY PUT PRESSURE ON YOU TO TAKE IT AND USE IT.

A. REFUSE

B. I would use it because I do have a fake ID, and I do use it.
Give it to them, but make them change the picture
I would do it and take the risk

English assignments required for the unit

"Ethical Issues Affecting Our Local Waterways"

1. Write an essay in response to the following questions.

   Development Corporation has proposed a new amusement park to be built in Back Bay on one hundred acres of land. On the land side, there will be rides, restaurants, shops, booths, parking lots, picnic areas, and restrooms. On the water side, there will be boat rides, a water show, a hands-on aquarium, guided tours of the swamp and a nighttime light show.

   Directions: On this sheet, consider the pros and cons of such a proposal. Take into account such factors as: impact on environment (water, sewage, wildlife, land use, roads, etc., water to run the project, electricity), the green line, economic impact, jobs, tax dollars, or anything else you can think of.

   You will work in groups to come up with the pros and cons of the proposal. Each of you should write the pros and cons on this sheet. Do not select just one person to write everything. When this is done, write a persuasive essay advocating either the pro or con.

2. Pretend that the year is 2040, and you are now a grandparent still living in the Tidewater area. Assume that you and one of your grandchildren are taking a walk one day along the beach. Create a conversation between the two of you about how the beach has changed during the last 54 years. Consider whether conditions have improved or deteriorated. Discuss pollution, erosion, and natural and man-made changes. You may use dialogue if you wish.

3. The City of Virginia Beach is planning to build a huge parking lot on the corner of Atlantic Avenue and 80th Street for the use of local residents only. Write a letter to Mr. Jack Jennings, City Councilman, in which you approve of or condemn this plan. Take into consideration the economic, social, and environmental impact.

4. Write a letter to Jack Jennings, City Councilman, on any controversial topic that deals with Virginia Beach's oceans, rivers, or bays. This topic must force you to make an ethical judgment. When writing about this concern in your letter, be sure to support all arguments with specific details.

   Student papers were written on the following topics. (Some will appear in this booklet.):

   A. Leveling the dunes
   B. Surfing at Camp Pendleton

C. Opening the beach at Seashore State Park to local residents
D. Growth of Virginia Beach
E. Use of skipjacks to dredge oyster beds
F. Pumping versus dumping sand onto our beaches to refurbish them

5. Assume when Hurricane Gloria roared up our coast, the eye of the storm hit Virginia Beach. In what ways would the land areas, ocean, rivers, and bays be affected by this event? Support your thesis with details.

6. Investigate some aspect of marine pollution, take detailed notes, and prepare a ten minute presentation for your class. Use visuals. Your classmates will take notes during your presentation.

7. Students were asked to read the following poems and to write a response to each in their English journal. These responses were the basis for class discussion.

English 9 & 10
Ethics in Oceanography
Poems about the Sea

Name _____
Mrs. Downie & Mrs. Newill

Sea Lullaby

The old moon is tarnished
With smoke of the flood,
The dead leaves are varnished
With colour like blood,

A treacherous smiler
With teeth white as milk,
A savage beguiler
In sheathings of silk,

The sea creeps to pillage,
She leaps on her prey;
A child of the village
Was murdered today.

She came up to greet him
In a smooth golden cloak,
She choked him and beat him
To death, for a joke.

Her bright locks were tangled,
She shouted for joy,
With one hand she strangled
A strong little boy.

Now in silence she lingers
Beside him all night
To wash her long fingers
In silvery light.

Elinor Wylie

The Ever-Constant Sea

Once upon a time
loving set me free.
Free as any bird who ever heard
the wind blow in the trees.

After love had gone
I had merely me
and my only friend
the ever-constant sea.

We've been through it all
my old friend and me.
Summertime and fall have shown us all
the world there is to see.

So if I love again
if love is good to me
I'll share it with my friend
the ever-constant sea.

Rod McKuen

Runes

I picked up six black stones on the beach today
put them still damp in my pocket and brought them home
to play with,
forgot them for a while, eating supper, then remembered
and took them out, dry now, to look at.
I laid them out one by one on the table under the lamp:
a large one, a flat one, one round, one square,
one with a trace of copper wire like a wire fence separating
two fields,
and one with a long nose down the middle of its face,
both eyes on one side, one under the other-
an ugly little fellow but likely to inspire fear and obtain
worship.
Dried out now , in the light, they are all pock-marked and
gray:
the six black stones I picked up walking on the beach
this January day.

Emmett Jarrett

Training

The sea - quick pugilist-
uses for a pun.
ching
ball
the restless little boats.

With the towel of the wind,
even rubs down the boxer's
sweaty body.

The buildings-
ringside fans-
crowd close to watch
the big training.

(The dock is whispering
with a smoking ship...)

And the surf's applause
makes the tower stand on tiptoe
With its watch in hand
to keep the time.

Stray kids,
the sea-brids
sneak in through the roof.

Demetrio Herrera

Name _____

English 9R & 10R Ms. S. Downie and Ms. D. Newill

"Ethical Issues Affecting Our Local Waterways"

Peer Evaluation

1. Summarize the paper in 3-5 sentences.

2. List five supporting details.

3. Correct grammar, spelling, and punctuation.

4. Underline the introductory sentence or sentences. Do they really tell what the paper is about?

5. Underline the concluding sentence (or sentences). Does it really end the paper? If not, why not?

6. Is there anything you don't understand? Underline it and put #6 next to anything you don't understand.

2203 Cherbourg Rd
Virginia Beach, Va.
23455

May 28, 1986

Mr. Jack Jennings
Princess Ann municipal center
P.O. Box 8023
virginia Beach Va. 23452

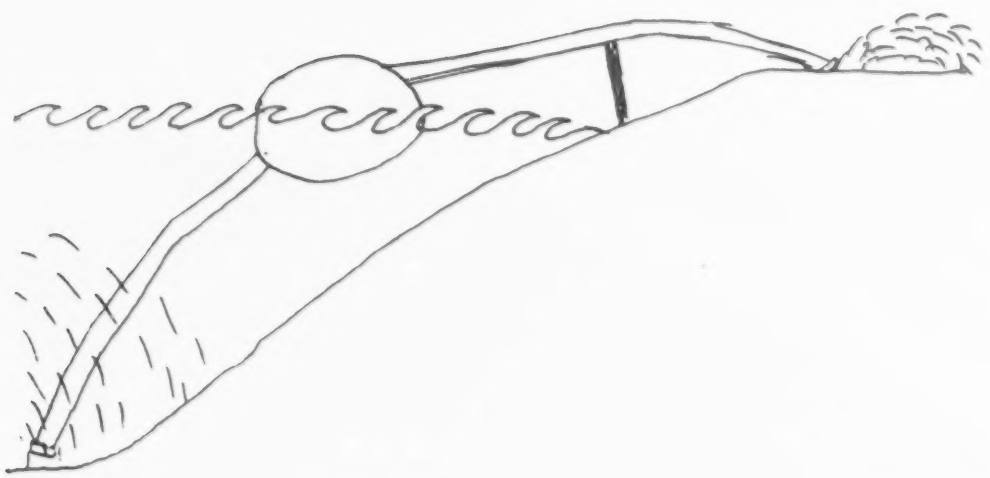
Dear Mr Jennings:

Hello Sir, how is every little going? My name is R. A. Mitchell but people call me Ray. I just wanted to thank you for teaching me about Pumping and Dumping. Since you talked to my class about P and D, I did a small survay to find out how the people of Virginia Beach feel about the situation. It really hurt me to find out that 95% of the people don't care as long as there is sand on the beaches. When I told one man how much it was costing us per year he said. "what I dont know, cant hurt me." So I said I was sorry and walked away. I wish you would run for City Council again because you could show the people that there money is being wasted on DUMPING DIRTY sand on our beaches.

Well remember, if you ever run again, Pumping over dumping. I hope you will teach your son the rights and wrongs of our City and [redacted] maybe he will run when his time comes. well I had better let you go you most have a million things to do, sir with this I'll say Good Day Sir.

P.S. If you get a chance write back I would love to hear from you. Thanks

Sincerely yours,
Raymond A. Mitchell JR.



23477

June 6, 1986

Mr. Jack Jennings
Princess Anne Municiple Center
P.O. Box 2073
Virginia Beach, Virginia
23450

good

Dear Mr. Jennings:

I understand that the city would like to tear down the houses on the corner of Atlantic and 80th street to build a parking lot with meals for locals only. I feel that we should look somewhere else for that project.

More traffic is going to be a problem in that area, both inside and outside of the parking lot. On the inside of the parking lot Carbon monoxide and car exaust will pollute the air greatly. Greater risks of car accidents or people being hit by a car. Outside of the parking lot there will be traffic jams and more accidents from people trying to get in and out of the parking lot.

The money put into the parking lot will have to come from somewhere. We are already spending large amounts of money fixing roads, for beaches and other necessities. Let's save the money going into parking lot and use it for the necessary things the city can use.

The people living in these houses have probably been handed down from great grandfathers or they've been living in these houses since birth. Don't you think it's a bit unfair for them to tear down these houses just to satisfy the city.

I do believe that if you build a parking lot there that you will be making a big mistake.

Sincerely yours,

-Harvey Raffensperger

Harvey Raffensperger

2222 Safi Circle
Virginia Beach, Va.
23455
May 12, 1986

Mr. Jack Jennings
P.O. Box 8039
Princess Anne Municiple Center
Virginia Beach, Virginia 23456

Dear Mr. Jennings:

I have been informed that many people are buying out the land on the beach which is destroying the dunes. In the next few years, we won't have a beach. The only thing we will have is a strip of land along side the water. And we'll be walking on condominiums instead of dunes. Everyone loves the beach and will help to keep it there. So why don't you help us set up an organization to stop losses of sand dunes? That's why Virginia Beach is special. The tourists come for the Beach, but what is a beach without dunes? Its like a soup cup with no edges.

Sincerely,

Michele Melvin

5038 D gunter street
Virginia Beach, VA.
May 8, 1986
23455

Jack Jennings
Princess anne municiple center
P.O. Box 8017
Virginia Beach, VA. 23452

Dear Mr. Jennings!

I am very concerned about an article I read recently in the Virginia Pilot - ledger star about leveling sand dunes.

The article said that a man bought a property at the beach, and he can't level the dunes down so he can build his home.

well, I think he should be allowed to level his dune.

He bought the property and owns it so I think he should be allowed to level it down.

after all the sold him the property.

sincerely yours.
Tony Wall

213 Main Street
Virginia Beach, VA
23451
May 9, 1986

Mr Jack Jennings
P.O Box 8039
Princess Anne Courthouse
Virginia, Beach. VA. 23456

Dear Mr Jennings:

I would like to express my feelings towards the growth of Virginia Beach. I feel that we are building way too much. Pretty soon there won't be any room for wildlife to live. We're already having problems with room for students in the schools. And traffic is terrible. Can't we just slow down for a little while? One big project gets put up and you look down the road and there's another big project. We're going to end up being another New York City if we keep going at this rate. I hope this letter will help our city because

I really enjoy living here and would like ~~it~~ us to stay this way and not end up looking trashy.

Sincerely yours,
Carrol J. Seibel

2705 Hood Circle
Virginia Beach, VA. 23454
May. 9, 1985

Mr. Jack Jennings
P.O. Box 8059
Princess Anne Municipal Center
Virginia Beach, VA 23454

Dear Mr. Jennings:

I think you should leave the Camp Pendleton beach to the surfers. We have few places to surf as it is. First Street and Croatan's surfing zones are too small and too crowded. It is very dangerous in the summer time to surf in these places. All of us surfers live here at the Beach but have no rights to the water. I think that if Camp Pendleton is taken away from the surfers there are going to me a lot more surfing accidents and injuries. Thank you for your time

Sincerly yours,
Kelham France

May 28, 1980

Mr. Jack Jennings
Princess Anne Municipal Center
P.O. Box 8023
Virginia Beach, Va 23452

Dear Mr. Jennings,

I am a student in Mrs. Newill's and Ms. Downie's class. I am concerned about the oyster beds in the Lynnhaven River. I Feel that the oystermen take oysters that are too small From the Lynnhaven River. When a SkipJack Boat comes through It collects oysters of all sizes and it also tears up the oyster bed so it will harder For smaller oyster grow in the Lynnhaven river. The oystermen also don't check the sizes of the oyster when they collect them. My final statment is you should be stricter on the skipJack boats and oystermen.

Sicerely,
Aaron A. Cason
Aaron A. Cason

MR Jack Jennings
Princess Anne Municipal Center
P.C Box 8023
Virginia Beach, VA 23452

Dear Mr Jennings:

I am Deeply Concerned about the problem with the People of Virginia Beach or just anybody, not being able to camp at Seashore State park for free. After All the park is in Virginia Beach. Also Im concerned about the Beach at Seashore state park why is it that only tourists are allowed to use the Beach? How come local people from Virginia Beach can not use it? I would like to see a law passed so that Anybody can come there and Camp or swim with out any problems or have Reservations and other things like that.

Thank you.

Sincerely yours
Cynthia Jackson

Christie Mc Queeney

The Development Corporation has proposed a new amusement park to be built in Back-Bay on one hundred acres of land. I disagree with this idea. The people will have to buy and put in concrete for the park. It will take a lot of time and energy and money. The park will go over the green line that prohibits any building past the green-line.

The sewage treatment will be time consuming and hard work. Our money will be put into it to build and maintain it. It will cost us plenty of tax dollars.

I also feel we don't need one because we have amusement parks in Williamsburg and Kings Dominion. I think people are just greedy and want more and more money.

The wildlife is important

people shouldn't run animals out of their homes so others can have fun on their territory." Why should they deserve that kind of treatment?" The bulldozing that has to be done to build the park will destroy their habitats and make them be extinct.

The tourists in the summer time will be another problem. The traffic will be worse. The parking places will cause problems, because with more tourists coming in they will have to build more hotels and more restaurants. Virginia Beach will be much too congested in the summertime.

There will be nothing pretty from nature to look at, because the trees will be bulldozed down etc.

Donald Gaines

I am strongly in favor of the plan to build a new amusement park in Back Bay on one hundred acres of land.

I feel strongly about this idea because there will be all different things like rides, restaurants, shops, booths, picnic areas and water activities such as boat rides, a water show, a hands on aquarium, guided tours of the swamp, and a nighttime light show. With all these different things, that would bring in a lot of people who like to do different to do different things which means more money for the city. Also, this could provide jobs for people and help with unemployment.

Because the park will be close to the beach, that could help out because the tourists who go to the beach during the day will be looking for something to do at night. The amusement park will give these people somewhere to go at night.

I understand that there is a problem with the green line. But, it seems like every year, the green line gets

pushed back farther and this is something that could improve this city and keep people off the streets.

I realize that it will take a long time for the park to be built. But I feel this will be good for my kids and maybe even theirs and that will keep them out of any sort of trouble. All of this is why I feel strongly about this amusement park.

Planners OK Beach theme park

By MICHAEL RASS
Staff Writer

VIRGINIA BEACH — A divided Planning Commission, trying to balance environmental concerns with resort area needs, debated for two hours Tuesday before approving a 75-acre, $50 million Oceanfront theme park proposed by developer Edward S. Garcia.

Commissioner F. Donald Reid called the project "a giant step for the resort area," and other commissioners agreed that the park, the first of its kind in Virginia Beach, would boost both tourism and tax rolls.

But even commission members in the 8-3 majority expressed reservations about the park's impact on Owl Creek and nearby wetlands.

"The only thing I want to do is caution City Council to take a very detailed look at this," said Commissioner Charles R. Krummell. "I still think there are some questions that need to be answered."

The City Council will consider the proposal at its June 23 meeting.

In recommending the project, the commission placed 13 restrictions on its development. Among them were:

- A 200-foot buffer of undisturbed natural vegetation along the west side of Owl Creek and its two tributaries.
- Limiting hours of operation from 10 a.m. to 10 p.m.
- Low-level lighting and no public address system.

The theme park is proposed for land east of South Birdneck Road, along Owl Creek. It will adjoin the existing Wildwater Rapids park, which Garcia also owns.

Originally called Old Virginia, the proposed park is now dubbed Rudee Plantation. Attorney Robert B. Cromwell Jr., who represented the park's developers, likened it to Busch Gardens in Williamsburg.

"Theme amusement parks seem to be an extremely attractive thing," Cromwell said, quoting statistics that 235 million people will visit such parks this summer.

"One of the reasons Virginia Beach didn't make the Rand McNally survey (of resort areas)

Please see PARK, Page D3

PARK

continued from Page D1

that got everyone so upset is because we didn't have a theme amusement park," he said.

No one contested Cromwell's assertion that a resort city needs an amusement park.

But about 40 people in the audience, and several commissioners, objected to the site for the planned park.

"We are kidding ourselves if we think we can take 75 acres and develop it into a theme park and not have a negative impact on the creek and surrounding communities," said Moody E. Stallings, a lawyer for the communities near the park site.

Garcia conceived the theme park two years ago for the other side of Birdneck Road, and the City Council approved it.

But the developer later swapped property with the Navy, moving the park site away from the Oceana Naval Air Station and next to Wildwater Rapids.

That's when the trouble began.

Twice this year, the commission has deferred a vote on the park, asking for more information on environmental impact.

"I cannot support it on this site," Vice Chairman Judith Dockery said.

"I was happier with where it was before."

Content good lots of details. A few sentence problems

Roanoke College Bell 1

I feel that if Hurricane Gloria ~~would have~~ hit Virginia Beach we would be in very bad shape because it would have ruined our whole ocean front, there would be no boardwalk left for the tourist to come. Our inlets would be totally destroyed. We would be in what you call a small depression. We would have to rebuild the strip, somewhere around the hilltop Area, several times, because the storm surge would be so devastating. We wouldn't be the same Virginia Beach for about five years because all of the erosion from this would take only man-made means to fix it ... up to the Virginia Beach we all know today. We would have to take nature into our own hands by planting

run on sentence

Bell 1
Rochner

trees and dredging out the bay, which would open up our waters again for all of our oystermen, fishermen, and crabmen. It would also hurt all the businesses in Hampton and Portmouth because it would flood our main means of transportation. We would be ruined if Hurricane Gloria did hit us directly. I think a lot of people would be hurt deeply, so I glad it passed on by and gave us a break.

Explain

Me, too!

"If I brought my Grandchild to the Bay"
written by: Mark Mormando
Mark Mormando

It was very early one morning, when I took Tom, my grandson, to the beach. We started at 1st street and walked to 22nd street. While walking Tom asked, "Have the beaches changed seens you were a kid, Grand pop?"

I said "Yes, Tom, they've changed a lot. They used to be nice place to come. The beaches were wider with very fine sand. They also had very clean water. (Well, pretty clean) But now look at the water. It's so polluted that it is almost black! There are no fish in the water Once they were very plentiful. People came from all over to vacation here. They used to swim and go boating. But now, no one comes here. When the people were around, they should have taken care of it. They should

have tried to do something about the pollution, and the erosion of the beaches.

Tom asked, "Why did people let the beaches get this way?"

I replied "Because they think good things go on for ever. In ther words they don't take care of things. It was like the bike, you wanted me to buy. You begged and begged for it. So I bought it for you, and in two weeks time you didn't care about it. You were letting it stay out in the rain, and letting people use it. Remember, Tom."

"Well, Tom, people just didn't care about it. Like I said before they thought a good things lasts forever. That's not true. You have to take care of it so it will last. Like if you would have taken care of that bike you could still have it in riding shape

understand this Tom?"

"Yes I understand, Grandpop. I'm going home to fix up that bike, oh Grandpop? I hope people will take care of ~~that~~ the land like I am going to take care of my bike."

Caryl Heier

It was a mid July day. The sun was high, the sky was blue, and the water was calm and crystal clear, not like it was thirty years ago.

I turned to my granddaughter, Jenny Marie, who is now twelve and said, "I never thought the water would ever be blue or clean again."

Jenny Marie asked, "What do you mean?"

I said, "When I was young they used to dump all the trash in the bay, and used to kill a lot of fish."

She asked, "Why didn't they recycle it?"

"Well Jenny Marie," I said remembering the past, "trash recyclers weren't thought of. Even if it was thought of, we, the country didn't have enough money.

She looked at me and nodded her head and said, "I wonder what we would do with out the recycler. You know Grandma, I used to think the beach wasn't anything special, but now that you've told me how it was then, I realize the beach is very special.

"Back when I was young," I spoke up to break the silence, "there were seagulls. They would slowly die off because of the pollution in the bay, but nothing was done to save them. Now there's not even one left! You should feel lucky that now the people know how to stop pollution!"

(4:30 AM 2040, Mount Cell) : just got out of the Chamber of youth and called for my grandson Alpha Centari to get a protocultier cell for my jet chair I lost the use of my legs in the third world war in 1992. Alpha is very interested in the way things were when I was 15. I told him the thing I remember was the beach, the main hang out before the last world war. I said "son, my beach was much more different then yours. The waves were real not made by a sienulater." he said "Did the space boats dock right on the simulated sand?" "The sand was real." I said "And the boats had wooden poles to dock in, so the beaches were left to the surfers, swimmers, and fishing people." "Grandfather, what are fishing people?" he asked so I told him, "we had little animals called fish. They lived in the water." he said "My history teacher said the water had no oxygen or very little oxygen so how could that race of humans live?" "They could take in the tiny bit of oxygen in the water. And also they were not humans, just little animals like you. Astronaut." I said

"Well what happened to them?" he asked "The war polluted all the oceans of the world and caused acid rain and killed out all the fish. look at this." As I pull out a jar of ocean water from 1986 I told him to go get some ocean water from this day and age. When he returned I said "Now look at my water see how clear it is?" he said "Yes, you all must miss it." "Some times I guess, it was fun. swimming, fishing, and surfing, it was great but it's over now." I said "sorry grandpa, sorry." he said "It's not your fault son. look it's late you better get back." I told him. He said, "yes sir. thank you for telling me about old times." "Yes, sure, any time." I said

By

Bay

Mitchell

"Do you ever wonder what it was like 70 years ago?" said Grandpa Manual replied, "No, I never think of the past because we are so far in depth in science, there is no time for history."

"Come with me, Manual, and we'll use the F.A.T.H. a Faltinble, all train, Heliemport," said Grandpa.

Flying across the tide water area, they come across down town Virginia Beach to what had been the old strip.

"Manual, see that building, the one that disappears into the sky. It was used as a communication town sky crapper to keep in contact with the early Planetary exploration of Mars, Juipter, and the rest of the planets of the galaxy," said Grandpa.

Grandpa said, "Now it is a Hotel, and museum of old Virginia Beach. It was built back in the 1990's."

"Can we land on it, or is it private" asked Manual.

"IF I can remember correctly they have a movie, and you we can learn" said Grandpa.

"The movie is how the enviroment has changed over the last 60 years," said Grandpa.

Soon they were watching the movie. The movie disscussed how the 1 million population in 1982 rose to over 1,90 million people

The robot in the 4-D film went in to depth on how the population changed, the way of life today.

The robot said, "after the population build-up in the year 2018 we had to seal off the Chesapeake Bay. That is why many new cities are built over the Bay today. When the bay was covered back in 2024, they had many problems covering it. When the Bay existed in the early 21st century, it was covered with 15½ feet thick of steal -5.1 a new developed steal which resisted rust and erosion. So said would not eat throw it. The construction of this took 10 years, and 900 billion dollars a month. The total cost is some where in the trillions. Water doesn't flow in to the Bay. It flows into water tanks. The main reason all of

the bay and all outlets were covered is bacteria and the pollution. It got out of hand and killed almost all living thing in and around the bay. So the surviving Fish, all live and breade in Science aquariums. All of the wild life is underground in tropical science observatories because of pollution. Between the years 1988 and 2010, the plants atmosphere because of the hot ozon layer was almost destroyed. that is why cars are not used today, but Earth are. The Earth runon salt water and trash of a sort. When the sky became hot billions of animals died, so to save them from extinction, sanctuaries was built. They were built under ground to maintain low temputure. When the temputure rose, the plants ice caps started to melt, and the water level rose. Because of this Florida Southern Georgia, Southern Mississippi, Lower Louisiana, TEXAS and other parts of the world are covered with water. This shows that over population and pollution is bad for a planet. Thank you for watching me and the movie on Past Planetary Pollution.

"Grandpa why didn't you ever try to stop pollution?" said Manual.

"I tried, but not hard enough," said Grandpa

SCIENCE ASSIGNMENTS

I. HABITAT DESIGN

A. Imagine a time when life on land is so crowded that people will build their communities on the ocean floor or anchored to the bottom but floating just beneath the surface. (This may also be necessary if pollution or nuclear accident should make life on land dangerous.)

B. Design a community habitat for at least 500 people to live in the sea.
   1. Make a drawing of the community habitat.
   2. Write an essay conducting someone on a tour through the habitat.

Things to consider
1. Energy source (ocean currents, tides, wind, geothermal, etc.)
2. Food sources - agriculture
3. Air/gas exchanges - CO_2, O_2
4. Living/working spaces
5. Nothing in the habitat may add pollution to the sea or the atmosphere

II. LOCAL ISSUES

Each pair of students was given a card containing a situation in which man wanted to use land in a way which would benefit him but at the same time would affect the environment. One student took the part of man, one the part of nature.

After time to work on this in class, each pair presented the pro and con reasons to the class. The class could question and discuss. At the end a poll was taken to find their opinions as to whether the change desired by man was worth its environmental risks/effects.

The jetties will interfere with the longshore current and sand movements. NATURE	A man owns property south of False Cape State Park and wants to drive his Jeep over the beach from Sandbridge to get there. MAN	When it rains the herbicides and pesticides wash into the river and poison it. NATURE	A man has some marshland along a river. He wants to fill it in so he can build on it. MAN
A hotel wants to have a private beach and plans to build jetties at either end of its beach to mark the limits and them develop the private beach area. MAN	Beach organisms are killed by traffic, their burrows collapsed, and eggs damaged. NATURE	A family with a large yard on the waterfront use herbicides and pesticides to kill weeds and insects. MAN	Marshlands are homes and food sources for large number of organisms. NATURE
A developer buys several hundred acres of land. He wants to bulldoze the entire area before he builds. MAN	A property owner lives along the Lynnhaven River. The shoreline is eroding and he wants to bulkhead to the waterline. MAN	A man lives in a cove of the Lynnhaven River. He wants to dredge a channel so he can bring his big boat in to his dock. MAN	An investor buys a wooded point of land on the water. He files to cut down all the trees to build townhouses down to the waterline. MAN
The bare land will erode rapidly. Wildlife home will be destroyed. 126	Many animals breed in the muddy shore area. Plants growing there feed many animals. [illegible]	The shallow waters of the cove are breeding places for many fish and crabs. NATURE	The woods are home to many creatures. Trees prevent soil erosion. 127

III. SIMULATION

Class is divided into groups, each of which is to be a Planning Commission to consider what use land given to the city by the vacating of Fort Story or FAAWTC Dam Neck should have.

Each group is given a set of maps of the land under consideration and a list of proposed uses for the land.

Planning commission groups determine what they think the best land usage should be, then present their plan to the City Council (whole class). City Council members may question Planning Commissions and then vote on which plan is best for each site.

Proposed for Fort Story

1. Virginia Beach Historical Society would like to see a historic park made around First Landing and Lighthouse areas

2. Developers want to build condominium housing along coast

3. Ocean Society would like to build a research facility

4. Airport Authority proposes to use the area for an international airport to encourage foreign tourism

5. Naturalists want to make the area a part of Seashore State Park (but under local control)

6. Developer plans exclusive, country club type development of houses

7. Civic leagues want to have a city recreation center built at Fort Story

8. Shopping mall proposed for area along Shore Drive to serve people of northern section of Virginia Beach

9. Private campground proposed to provide waterfront camping facilities

10. Seafood industry wants to construct fish/crab/oyster processing plant and have docks for boats to deliver fish directly to the factory

Proposed for Dam Neck Site

1. Developers want to extend resort strip for tourism (increase city revenue)

2. Industrial park project to encourage industry (use sewage facility, use good road access)

3. Civic leagues of Virginia Beach want area opened to public as day beach with parking and park facilities

4. Townhouse community - developer wants to build around lake areas

5. Audubon Society wants marsh and lake areas kept protected for bird life

6. Amusement park complex - developer feels Virginia Beach needs this to attract tourists

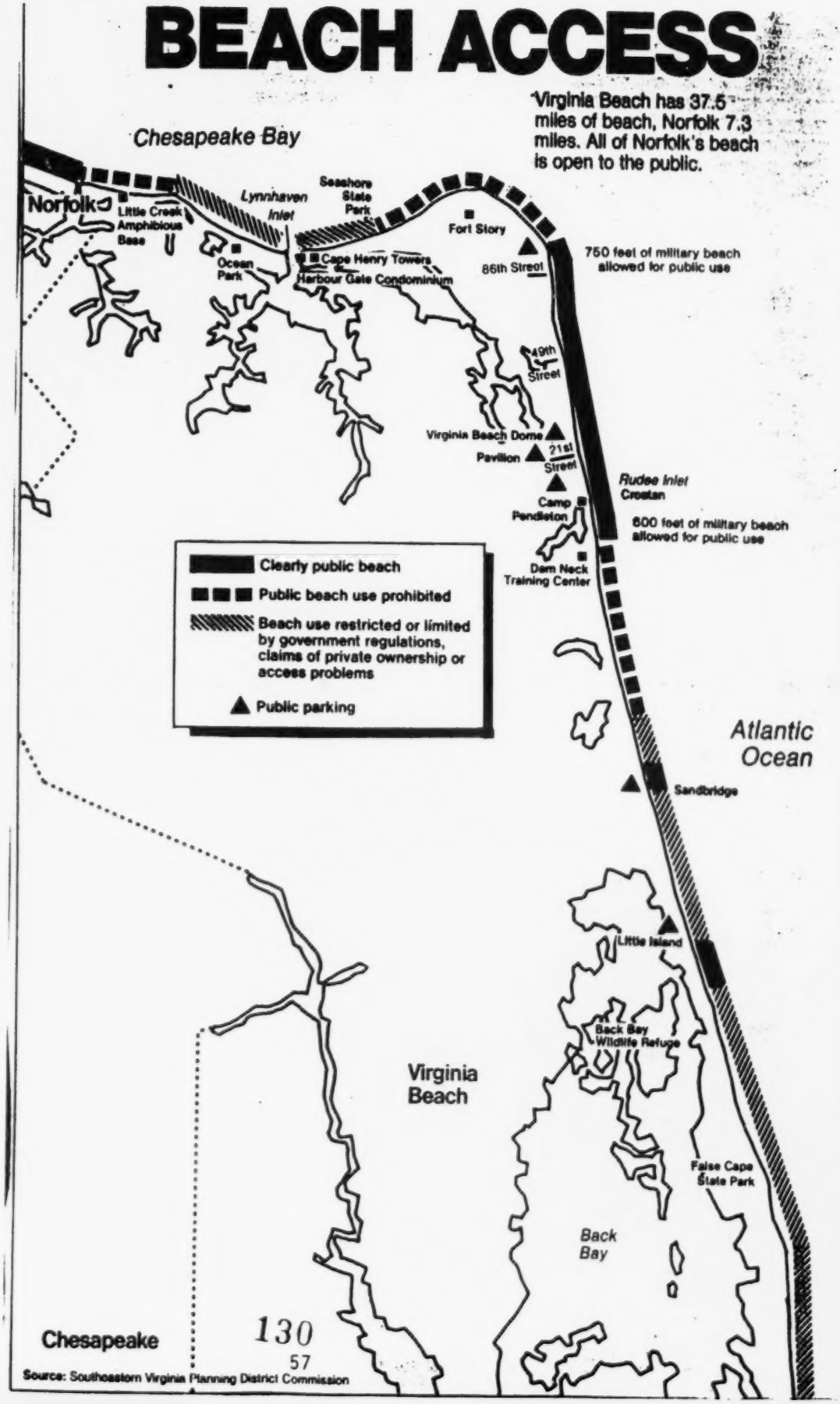
7. Water system - suggestion is made to join lakes and marsh into one large water system to supply Virginia Beach water needs

8. Marina developer wants to dredge inlet from ocean to Lake Tecumseh and construct large marina complex

9. Sandbridge residents want road build to connect Sandfiddler road and Atlantic Avenue

10. Surfers want beachfront area set aside for surfing use

BEACH ACCESS



Source: Southeastern Virginia Planning District Commission

SOCIAL STUDIES ASSIGNMENTS

Name _____

Social Studies Ms. Hallock

"Ethical Issues Affecting Our Local Waterways"

LAWS OF THE SEA

Some questions to consider -

1. What are some advantages to a nation in having an ocean boundary?
2. Who owns the oceans?
3. Should the United States allow other nations to fish in our seas?
4. Should nations have the right to claim the ocean bottoms and the minerals in them?
5. Should land-locked countries have rights to the sea?
6. Should the United States extend its territorial claims to the sea?

Some terms to know -

freedom of the seas
neutrals
belligerents
contraband
treaty
United Nations
Law of the Sea Treaty
territorial waters
conservation

Map Exercise-

Using your "Hands-on Geography" map and pens, work in pairs to answer questons 1-12 on your worksheet. We will use these as a basis for discussion of territorial claims, fishing rights, trade, and defense.

Name: _____

Date: _____

WORLD 29 a

STOPPING THE FLOW OF OIL

Use *side A* of the World map to do the following lesson.

1. The greatest oil deposits in the world are near the Persian Gulf. Several members of the Organization of Petroleum Exporting Countries (OPEC) are nearby. Some are too small to be named on this map. But the following OPEC countries near the gulf are shown:

   Saudi Arabia
   Kuwait
   Iraq
   Iran

   Find the Persian Gulf and draw a line *over* the names of these countries on the main map.

2. More than half the oil known to exist is near the Persian Gulf. Find the Persian Gulf on the Mineral Fuels map.

   a. Circle the cluster of petroleum symbols around the Persian Gulf on this map.

   b. Just below your circle, print the following:

      HALF OF
      WORLD'S OIL

3. Oil from the Persian Gulf region is carried by huge ships called *tankers*. The tankers go through the gulf to the Arabian Sea. From there they cross the oceans to countries that import oil.

   Oil tankers from the gulf follow three main routes. Use the directions below to draw the first route on the main map.

   a. Start where the Persian Gulf joins the Arabian Sea, near the city of Muscat. Draw a line southwest from there to the Red Sea.

   b. Continue your line through the Red Sea to the Mediterranean Sea. The Suez Canal, in Egypt, connects these two seas.

   c. Many of the tankers bring their oil to big ports in the Mediterranean. Show this with lines to Naples, Italy, and Marseille, France.

   d. Show how the other tankers go west to the Atlantic. Then loop your line around Portugal and toward western Europe. Draw an arrowhead at the end of the line.

(Continued on 29b)

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Name: _____

Date: _____

WORLD 29 b

4. Draw the second route taken by oil tankers from the Persian Gulf.

   a. Again start where the gulf joins the Arabian Sea. From there draw a line south along the east coast of Africa to the Cape of Good Hope.

   b. Continue north along Africa to the equator.

   c. At the equator this route splits into two branches. Draw the first as an arrow pointing toward Europe.

   d. Draw the second branch as an arrow from the equator to the east coast of the United States.

5. Tankers on the third route carry oil from the gulf to southern and eastern Asia. Draw this route on the map.

   a. Starting at the same point, draw a line to about Bombay, India.

   b. Next go southeast to Jakarta, Indonesia.

   c. Look just north of Jakarta. Find the very narrow opening or *strait* between two of the Indonesian islands. Continue your line through the strait and northeast to Japan. Draw an arrowhead at the end.

6. Half the world's oil is found near the Persian Gulf. Tankers from the OPEC nations there carry oil to countries all over the world. Every tanker passes through the strait that connects the gulf and the Arabian Sea. Circle this strait.

7. Suppose the strait you just circled were blocked. This could be done with warships or with floating bombs called *mines*. If it happened, the flow of oil from the gulf would stop.

   If the oil were stopped for long, all the countries that depend on it would be in trouble. Many businesses would have to close, and many people would lose their jobs.

   Other "choke points" where the oil flow could be stopped are listed below. Circle them on the map. For each, decide which parts of the world would be most affected if the oil were stopped there.

   a. The strait at the south end of the Red Sea

   b. The Suez Canal, between the Red Sea and the Mediterranean

   c. The strait between Spain and Morocco

   d. The strait to the north of Jakarta, Indonesia

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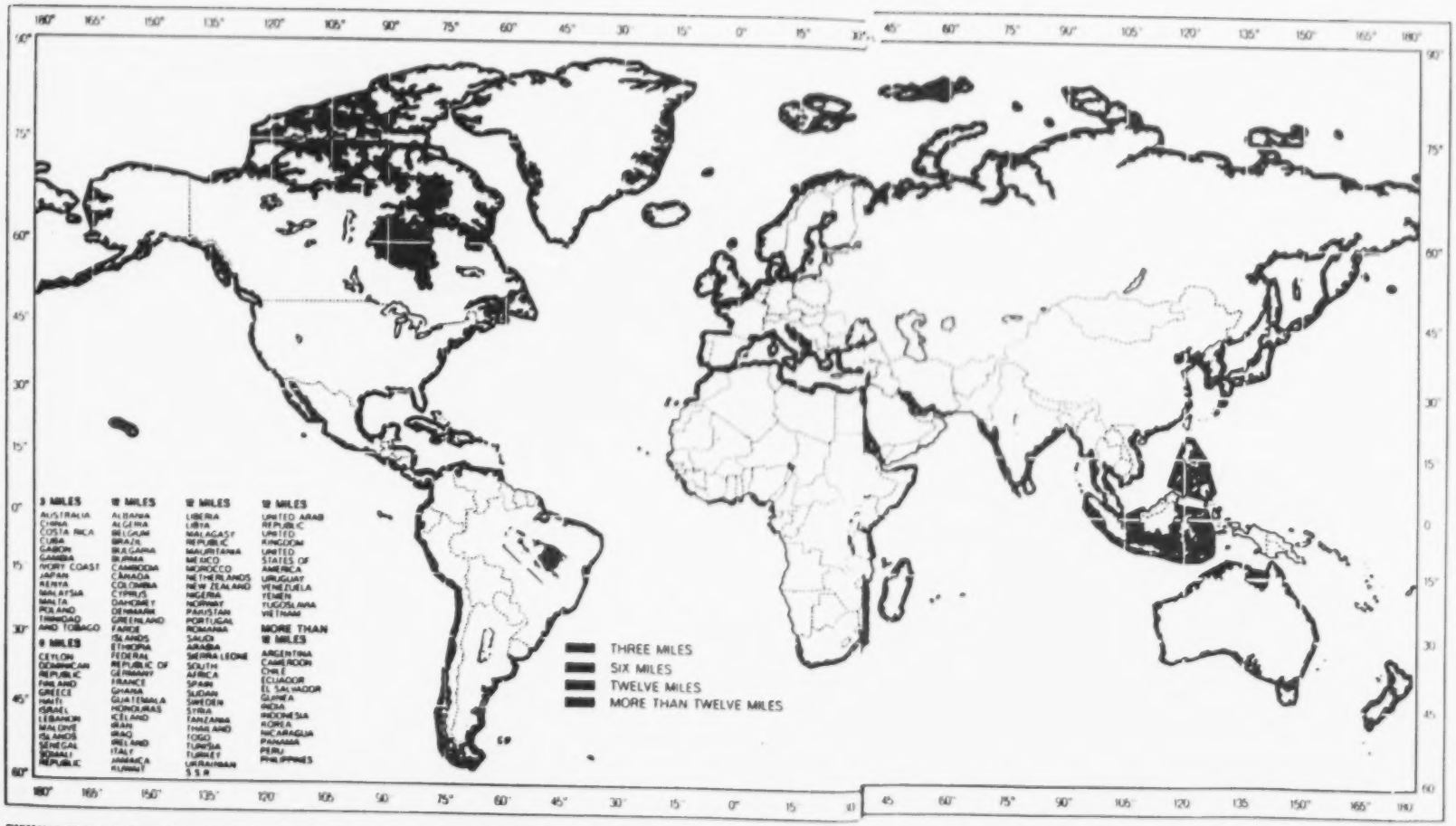
8. FIND THE POINT WHERE THE U.S. & U.S.S.R. ARE CLOSEST. NAME THE WATERWAY THAT SEPARATES THEM. ABOUT HOW FAR APART ARE THE 2 COUNTRIES AT THIS POINT?

9. FIND SEATTLE, WASHINGTON & VANCOUVER ISLAND. DO YOU KNOW THE NAME OF THE WATERWAY THAT SEPARATES THEM?

10. FIND THE RUSSIAN PORT OF MURMANSK. THIS IS A MAIN RUSSIAN SUBMARINE PORT. FIND THE WHITE SEA.

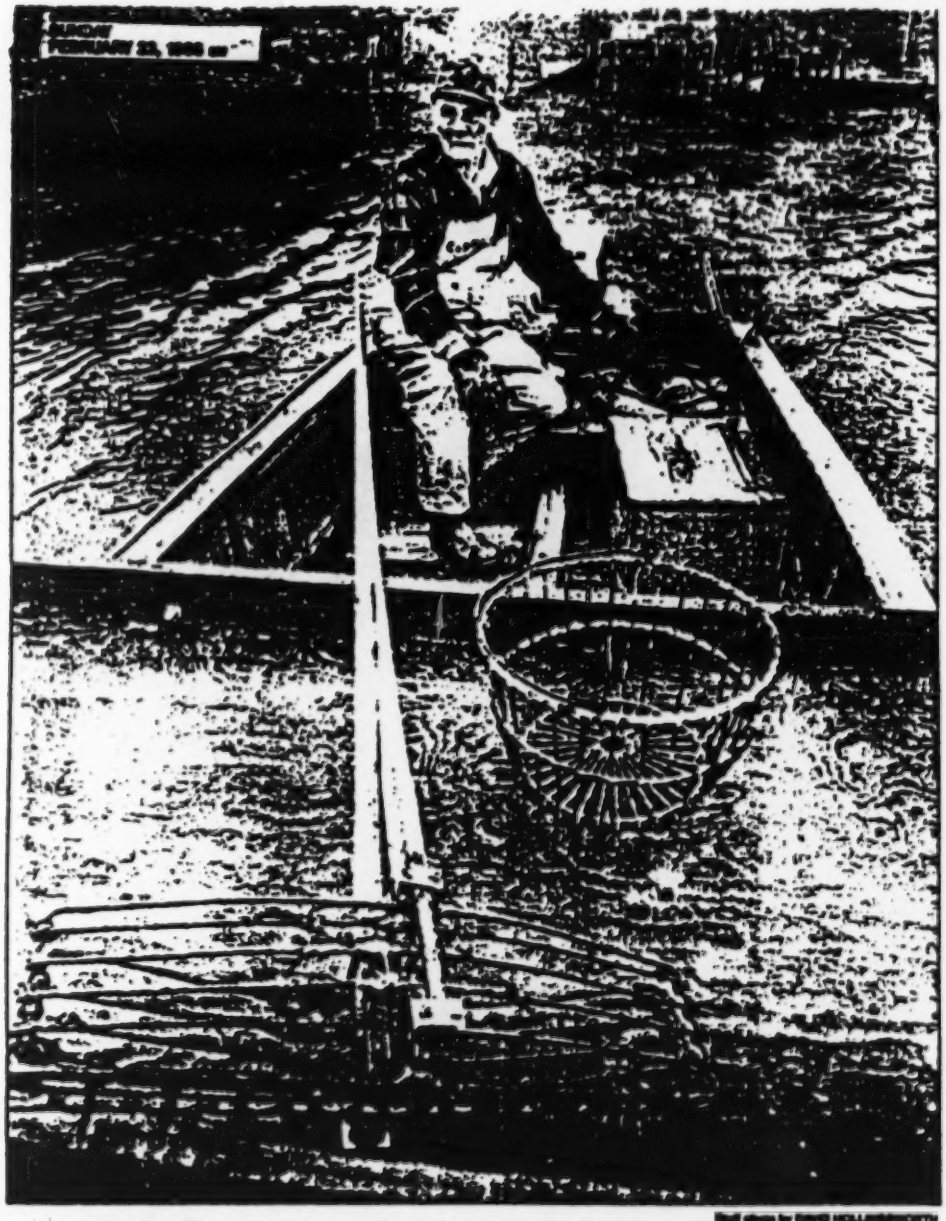
11. FIND SINGAPORE. THE STRAITS OF MALACCA SEPARATE SINGAPORE FROM THE ISLAND TO THE SOUTH OF IT. ABOUT HOW WIDE ARE THESE STRAITS?

12. FIND NEW ZEALAND. LAST YEAR NEW ZEALAND STOOD UP TO THE POWERFUL AMERICAN GOVERNMENT BY REFUSING TO ALLOW _____ SHIPS TO ENTER THEIR PORTS.



FISHING JURISDICTION claimed by various nations ranges from three miles to 200 miles. The claims shown are based on information published by the American Assembly last year. Additional rights have been claimed by Cambodia, Ceylon, Ghana, Korea, Nicaragua, Pakistan and Tunisia for the continental shelf and superjacent waters. The claims indicate the difficulties involved in obtaining international agreement on use of the ocean.

NEWS CLIPPINGS USED IN THE UNIT



Staff photo by DAVID HOLLINSWORTH

Irvin Evans is back tonging the Lynnhaven oyster beds he has worked off and on for more than 40 years.

Oystermen back on Lynnhaven

By CYNTHIA T. ZANEBSKI
Staff writer

VIRGINIA BEACH — Grunting and sweating under a wool coat, Irvin Evans labored in the milky fog, gripping the long wooden handles of his tongs. He plunged them into Lynnhaven Bay and scooped his catch aboard a skiff.

It was the first time in five years Evans, 68, had undertaken this harvest. And it meant that, if only briefly, the Lynnhaven oyster — once the favorite of kings and presidents — was back.

"Boy, when you stand and do this all day long, you're tired when night comes round," said Evans, whose lined, weathered face and thick shoulders reflect his life's work. "But I enjoy it. Very much, very much, very much enjoy it."

About 15 years ago, this was routine for Evans. He was king of a thriving Lynnhaven shellfish industry, and his company employed 17 men year-round to harvest the salty-sweet oysters that were shipped to raw bars from New York to San Francisco.

But now Evans, like the mollusk that has been his livelihood, is what he calls a "dying breed." The city's commercial watermen and the once-renowned oyster are struggling to survive in Lynnhaven waterways that have been altered by development in the river's watershed.

Watermen compete with pleasure boats and cope with increased bacterial pollution and siltation in the water. The decline in water quality has all but killed the shellfish business here as public health officials have banned shellfish harvesting in the river for extended periods over the past 20 years.

Earlier this month, though, came good news: The state Health Department lifted the shellfishing ban in most of the Lynnhaven. Health officials say cold, dry weather lowered pollution levels to allow oysters and clams to cleanse themselves and permit their harvest — at least temporarily.

For Evans and his wife, Gladys, the return of Lynnhaven shellfishing revived

Please see OYSTER, Page B4

OYSTER

continued from Page B1

memories of their glory days and hope that there are better times ahead for the river.

"I'll tell you, the phone hasn't stopped ringing since the river opened," Gladys Evans chirped. "Everybody wants oysters.

"It's been so good to hear from people we did business with," she added. "We hadn't heard from them in such a long time. You just feel like you're just getting acquainted again."

Their happiness was as much economic as nostalgic. Shellfishing is the best way to bolster their Social Security income and pay the skyrocketing taxes on the 2½ acres of land on Lynnhaven Bay where they have lived and worked since the 1940s; such lots are selling for hundreds of thousands of dollars.

Evans, who sells only to seafood stores and restaurants, said he makes $25 for each bushel of oysters and $15 for each hundred clams. Working last week with his lifelong fishing buddy, Otis Powell of Hampton, Evans hauled in 10 bushels of oysters on Wednesday alone.

Evans said his three main buyers are Henry's Seafood Restaurant, D&M Marina and Shoreline Seafood.

"When you're getting $150 for a thousand clams, and you catch seven, eight, 10 in those tongs, that's pretty work," said Evans, abandoning for a time the waterman's traditional lament of poverty.

"You can make a good living on the water," he said. "You may think you're going to starve, but you don't if you arrange it right."

Arranging it right is crucial to a waterman whose business is managed by the whims of nature as much as anything; a big storm can bury a shellfish bed in mud, smothering a crop that cost thousands to plant.

And increasingly, watermen have been managed as well by public health inspectors, who, with tougher federal pollution standards and more efficient laboratory methods of detecting fecal coliform bacteria, can shut the door on shellfishing at any time.

Sometimes, all a waterman can do is pray.

"I guess when you're working with water, you just keep going and hope that things get better," Gladys Evans said. "We can't live on Social Security, but with his fishing and crabbing, we can make it pretty good."

Through 46 years of marriage, the Evanses have indeed managed well with the business that Irvin Evans started in 1942.

Evans came to Princess Anne County, which was later to become Virginia Beach, with his father in 1937 to work for the Ballard's Fish and Oyster Co. Five years later, he bought the company's shellfish bed leases and began running his operation on his property at the west side of the Great Neck peninsula.

It is a self-made business through and through. Evans dredged a cove and built his own dock, skiffs, fishing sheds and crab pots; one fishing shack eventually became where the Evanses live today. Gladys Evans, in tu made supper for workers returning from l days on the water and, being an avid fishe man, also caught a few croakers and cra herself.

"Shellfishing was good all year round," vin Evans recalled. "We sold to a seafood co pany in Richmond, and they took all we cou give them. The Fourth of July was as good Christmas."

The business sent the Evanses' childr through college. Their son, Navy Capt. Irvin Evans Jr., is stationed in Japan; their dau ter, Aris L. Yezek, is a computer programr in Northfield, N.J.

Though the Evanses love the water so mu they fish for relaxation and sometimes lunch together on a skiff, they never expec their children to follow them on the water.

"The life of a waterman," Irvin Evans sa simply, "is not for everybody."

He is looking forward to longer days on river when weather improves. He wants to h vest as much shellfish as possible before t inevitable order from the health departme closing the river again.

"I'll never get to believe this river is polluted as they say it is — never in a milli years!" Evans said, shaking his head. "B I'm only one little pea.

"I'm just in hopes it will come back to s someday," he added. "Of course, that'll be little late for me."

Bay cleanup battle on at lower key

By BILL BYRD
Staff writer

It was billed as "The Year of the Bay." In 1983, scientists issued dire warnings about the impending death of the Chesapeake. Governors from three states held solemn, highly publicized summit meetings on the waterway's future.

Walter Cronkite and Jacques Cousteau were trotted out to make pitches for the fight to save an estuary polluted by an explosion of residential and industrial development.

Three years have passed and, with them, the fanfare that accompanied the launching of Bay cleanup. The battle has entered a lower-profile phase, shifting to the offices and laboratories of Virginia state agencies, the halls of the General Assembly, the farmlands bordering the Bay.

And with the spotlight dimmed, some environmental activists complain that Virginia's commitment has waned as well. Introduced as evidence is the Assembly's failure this winter to ban the sale of detergents containing phosphates — a key suspect in the Bay's decline.

They also say Maryland's Bay program goes much further than Virginia's.

"I'm extremely disappointed that the phosphate ban didn't pass," said Kirkland T. Clarkson, a Norfolk environmentalist who is a trustee of the Chesapeake Bay Foundation. Assembly members, she said, "say they're interested in the Bay, but I don't see a great deal of evidence."

"In the '86 session, the program plateaued for a time," added Del. W. Tayloe Murphy Jr., D-Warsaw, a leading advocate of anti-pollution efforts in the Chesapeake. The state has done about as much as can be expected, "but I'm not satisfied," he said.

State officials vigorously defend Virginia's program to help the Bay, pointing to the success of projects to

Please see BAY, Page A2

BAY

continued from Page A1

reduce the flow of pollutants such as chlorine. Virginia is committed "for the long term," said Keith Buttleman, director of the state Council on the Environment, the agency that coordinates the state's Chesapeake program.

"Even though the fanfare has died down a little bit, we still have a lot of enthusiasm," said Richard N. Burton, executive director of the State Water Control Board, which administers much of the anti-pollution effort.

Burton noted that the Assembly recently appropriated $41.8 million for the fight against pollution in the Bay and its tributaries during the two-year budget period beginning July 1. That brought the total since 1984 to $56.8 million. "We've gotten excellent support," he said.

Scientists, environmentalists, and state officials agree, however, that it will take several more years to determine if the programs are really working. The Bay is in such bad shape, they say, that it may require a decade for the programs to make much of a difference.

"People have got to have patience," said William C. Baker, president of the Chesapeake Bay Foundation. Baker said he was "very pleased with" Virginia's effort.

Advocates of the Bay generally give Virginia high marks for its programs to control agricultural pollution and build better sewage-treatment plants.

Two years ago, the state began issuing grants to farmers along the Bay and its tributaries. The grants helped the farmers alter their methods and cut the amount of phosphorus and nitrogen flowing into the Bay from plowed fields. Both substances have played a major role in the Chesapeake's decline, scientists say.

> *"Even though the fanfare has died down a little bit, we still have a lot of enthusiasm."*
>
> Richard N. Burton, executive director
> State Water Control Board

Virginia also has had success with several less expensive initiatives. The water board now is issuing grants to help localities remove chlorine from treated sewage discharged into the Bay and the rivers; Alan Pollock, coordinator of the board's Bay program, said the grants so far have cut the flow of chlorine by 26 percent. The board plans further crackdowns on chlorine, he said.

Through tighter enforcement of anti-pollution regulations, almost 5,300 acres of shellfish harvesting beds have been reopened since July 1984. The number of striped bass in the Bay, decimated by pollution and overfishing, also is increasing, according to state officials.

But critics contend more needs to be done. In addition to calling for the phosphate detergent ban, they want Virginia to follow Maryland's path and enact a law tightly regulating bayside development. They are not optimistic.

"In Virginia, it certainly wouldn't get passed," said Claiborne Jones, assistant director of the Chesapeake Bay Commission, an organization of officials from states in the Bay's drainage area. Similar legislation was "laughed out of the General Assembly" a few years ago, he recalled. Still, Jones termed the state's overall Bay program good.

Some environmentalists also criticize what they term the slow pace of state programs to deal with toxic chemicals in some of the Bay's tributaries, especially the Elizabeth River in South Hampton Roads. "The state studies it a lot, but doesn't take action," said Clarkson.

River barrier prompts protests

By ALAN SIPRESS
Staff writer

CHESAPEAKE — The city's proposed construction of a saltwater barrier across the Northwest River next year would flood about 4,500 acres and force about five homes and businesses to be moved, said Department of Public Utilities officials.

City officials are meeting with about 40 people to discuss whether bulkheading or filling would protect their property or whether they would have to relocate.

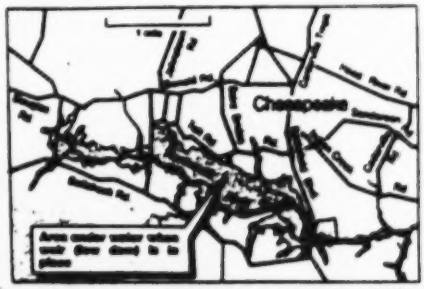
To prevent the backwash of salty water from Currituck Sound into the city water system, Chesapeake plans to build a low dam, called a weir, across the river just east of the Battlefield Boulevard bridge near the North Carolina border.

This would raise the water level west of the weir by as much as 2½ feet and inundate property as far off as the Lake Drummond Causeway, eight miles away, said Amar Dwarkanath, director of public utilities.

Most of the area to be flooded is now swamp, but along the fringe lie several farms, homes and businesses.

In Angler's Cove, a bar with five booths, two dungareed locals Thursday afternoon talking of the river's whims.

When winds blow the water back upriver, they said, the tides wash up on the steps of the 40-year old building, sitting on the river next to Battlefield Boulevard.



Angler's Cove would be a certain victim should the weir be built.

"It reeks," said Donald R. Hurst, who looks after the property for the owner. "They're not being fair to the river. They messed it up to start with. They started drawing so much freshwater out they're drawing saltwater in."

Nor would the barrier keep salt out, he said, because the swamps surrounding the river let saltwater through.

"It's not going to work," Hurst said. "I've been on this river 15 years and I've been on the water all my life. It just ain't going to work."

But if the city proceeds with its plan and tells the owners of Angler's Cove to move, Hurst said: "I guess I'll go to Florida. I'll carry my boat, my dog and my little truck."

Steven Bigelow, whose remodeled brown home is slightly farther up Battlefield Boulevard, already had plans to move his family to Florida. A "Sold" real estate sign sits in the front yard. The closing was scheduled for March 31.

But Bigelow learned that his property may be under water within 1½ years.

"Gracious. I wonder if that's going to have an effect on us selling the house? I really wouldn't want my house to be moved," he said.

In addition to his property and Angler's Cove, the city also may need to move another home, a campground and a service station, Dwarkanath said.

The Public Utilities Department has scheduled a public meeting for next Thursday to discuss the weir and its effects on property owners.

Dwarkanath said most residents contacted will not be seriously affected. For some, bulkheading or raising parts of the property will be all that is needed, he said.

Chesapeake decided last fall to build the barrier after salt levels in city water skyrocketed during the summer. Chesapeake turned to Norfolk and Portsmouth for emergency water, paying $1.1 million for it.

Although Chesapeake officials originally considered building a permanent weir, state and federal agencies blocked that plan. Instead, the city plans to construct a temporary barrier, at a cost of about $1.2 million, with the hope of building a permanent structure later.

Committee to battle beach erosion sought

By CYRIL T. ZANESKI
Staff writer

Councilman H. Jack Jennings Jr. has asked the City Council to form a citizens committee to develop a coordinated plan to save the city's eroding beaches.

Jennings wants the city to act quickly in order to reap a bounty of beach sand that could be dredged from the planned deepening of Hampton Roads Harbor navigation channels.

"I'm afraid that unless we have a coordinated teamwork approach, we're going to lose a large amount of sand that could go on our beaches," Jennings said in an interview Monday.

The Army Corps of Engineers is studying plans for the disposal of about 8 million cubic yards of sand that would be dredged from a proposed Atlantic Ocean navigation channel. The channel is one of three included in the harbor dredging plan.

Jennings said his proposal is in response to a newspaper report published last September, which said that the corps might dump the sand into the ocean three miles east of Dam Neck.

The corps is also developing a plan for pumping the sand from the channel to the city's beaches. A report on the disposal of the dredged material is expected to be finished by early spring.

Jennings said the committee would try to coordinate several related corps projects for the city and develop a plan under which the city could acquire sand for its beaches.

The committee would also be responsible for developing a long-term maintenance program for all city beaches, he said.

This approach, recommended by the Virginia Beach Tommorrow planning group, would represent a reversal of the city's 34-year-old policy of maintaining only the 3½-mile resort beach.

"If we don't do this," he said, "we may be in a situation where 'The World's Largest Resort City' won't have any beaches."

Council took no action Monday on Jennings' proposal.

Sand trucks will roll March 10

Resort strip project will cost city nearly a million dollars

By CYRIL T. ZANESKI
Staff writer

Twelve tractor trailers, five dump trucks, two bulldozers, a grader and a scraper will put the beach in Virginia Beach this year.

The beach-building convoy will be operated by Glover Construction Co. of Pleasant Hill, N.C., the first out-of-town company chosen to manange the annual truck haul. Work is scheduled to start March 10.

Six thousand or so truckloads of sand later, by May 22, Glover will have prepared the 3½-mile resort beach between Rudee Inlet and 40th Street for blankets, bikinis and summer storms.

The project will cost the city, state and federal governments $871,000, the most ever in the 34 years of spring truck hauls. The previous high cost was $845,000 in 1984.

The Virginia Beach Erosion Commission, the state agency charged with maintaining the resort beach, awarded this year's truck-haul contract last Wednesday to Glover, which underbid three city companies for the contract.

To win the contract, Glover convinced the commission that a tractor trailer carrying 18 cubic yards of sand can rumble down the beach berm without becoming a monument to futility in high-tide mush.

Previous truck hauls dumped sand on the beach from the concrete Boardwalk.

James W. "Woody" Holton Jr., president of Waterways Survey & Engineering Ltd., the commission's technical adviser, said Glover showed the commission that its tractor trailers have operated successfully in swamp in the regional landfill in Suffolk.

Glover plans to use rigs, which carry twice as much sand as dump trucks, to spread the sand on the beach as they go.

The trucks will drop from pavement to sand on ramps to be built of sand and timber at 16th, 24th, 27th, 33rd, 35th, 37th and 40th streets.

Stakes high in battle for shoreline

By CYRIL T. ZANESKI
Staff writer

BEACHES IN CRISIS
FIRST OF TWO PARTS

VIRGINIA BEACH — The beaches, which have drawn millions of visitors to the city, are losing some of their allure.

People — tourists and day visitors alike — still come in record numbers, but more and more of them find it difficult to have fun on the sand and in the surf.

Day visitors compete for places to leave their cars near the open beaches that are not claimed by the military, state and federal parks or private owners.

Tourists who can stroll from hotels or motels to the beach discover that it can be difficult to spread a blanket on the crowded strand that nature is whittling away.

Waterfront residents grow angrier each summer at the cavalier attitude of bathers who disrupt their once-placid life.

With water lapping at their houses, property owners in Sandbridge, Ocean Park and the resort strip demand increased government help in their fight to protect their buildings from the hungry waves.

And the city is starting to pay the price for fragmented management of its most famous and valuable resource.

A stepped-up battle against nature to preserve the beaches will be costly. But unless something is done, popular stretches of the city's 37½-mile shoreline will be swamped by bathers, if not by waves.

The stakes are high.

More than half of the state's public beaches are in Virginia Beach — 1,650 acres of the 1,834 acres statewide. The city's beaches attract 1.5 million free-spending tourists a year. They spend more than $330 million and provide the city with a $10 million tax profit.

So city, state and federal officials are studying new ways to solve problems that worsen as the city grows, as more and more people seek solace at the beach, and as waves keep chewing away at the sand.

Success may hinge on a variety of government agencies' working together.

Thousands of waterfront owners and city, state and federal governments now manage their share of the shoreline as they wish. They have produced uneven beaches and inconsistent public access.

The heavily used resort strip beach between 5th and 30th streets, which a study shows was past its capacity to accommodate peak crowds four years ago, will require widening in the near future.

And away from the resort strip, explosive growth has spurred turf fights over access to the beaches. Visitors find that getting to the sand can be a nightmare of snarled traffic and severe shortages of parking and restrooms.

The city's efforts to increase unrestricted access to its shoreline have met stiff resistance from residents of waterfront neighborhoods, from the military and from officials of state and federal parks.

More than 25 miles of beaches in the city are either closed to the public or restricted by lack of parking.

But efforts to reclaim shrinking beaches depend on finding answers to complex legal questions about who owns the shoreline. This has never been tackled comprehensively here, though Norfolk officials have found ways to guarantee access to beaches in that city.

Other questions linger: How far can individual property owners go to protect their investments? Should the public pay for massive sand replenishments for imperiled beaches? Would a $36 million concrete seawall, proposed as part of an erosion and hurricane protection plan, preserve sand and buildings as well along the Virginia Beach resort strip?

Relentless waves and ever-growing public demand for beaches may soon demand answers.

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Ecological battles stem from building on waterfront

By CYRIL T. ZANESKI
Staff writer

Construction crews are putting final touches on a house at Stapleford Chase and Lyons Head Circle that figures to be among the most attractive waterfront properties in the city.

Until the work is done, the site — a bluff jutting from Little Neck peninsula into the Eastern Branch of the Lynnhaven River — is a threat to the river that makes it so attractive.

"This is a hot spot to the environmental people," said Tom Wynn, a contractor who built walls to keep the lot's steep banks out of the water. "I guess this is like the bad side of the tracks for a policeman."

With increased demand for scarce waterfront property, there are more of these "hot spots," land in and around drainage ways, wetlands and highly erodable soils near waterways.

"The farmers left that kind of land in trees," said Bartley E. Tuthill, the city soil scientist. "They knew what would happen if they disturbed it."

The steep, swampy subdivisions such as Middle Plantation on Little Neck and Brighton on the Bay in Great Neck are especially attractive to homeowners and developers. As a result, city officials who are charged with keeping mud from clotting tidal waterways and drainage canals face new challenges.

In January, City Council moved to tighten controls over environmentally sensitive development, requiring that plats for waterfront property alert the owners that their lots contain highly erodable soil, and that special wetlands permits may be required before construction.

The amendment is an attempt to increase the city's power to control erosion, which officials say remains a time-consuming and complicated job, even in land-locked sections of the city.

"We've gotten to a point recently where preventing erosion near or on construction sites is near half of our work," said Phillip B. Marley, the chief of the city's highway inspections division. "It's just a constant struggle to get contractors to keep the (erosion-control) devices in place."

Erosion control previously was a small responsibility for Marley's 22 inspectors, whose primary job is to supervise the construction of streets and storm sewers.

Marley said there is an increased emphasis on erosion control because of a heightened awareness of environmental woes caused by clogged waterways and of the erosion caused by construction.

"It's been a case, I guess, of having been overwhelmed by the sheer volume of development," he said. "I guess the erosion control aspect is just catching up with the awareness about the construction itself."

There is certainly an increased awareness of environmental problems in silted waterway. In some backwaters of the Lynnhaven River, for example, large boats sit on mud at low tide; and in the Eastern Branch, the city is planning to spend between $1 million and $4 million to dredge a 4-mile navigation channel.

Construction alone has not caused all these problems; erosion is a natural process and the Lynnhaven is a tidal gut that has always had many shallow areas. But development has boomed in the Lynnhaven drainage basin, and the State Division of Soil and Water Conservation considers construction a major cause of siltation.

Please see EROSION, Page 8

Staff photo by DAVID HOLLINGSWORTH

Dave Clark, site development supervisor for Newman homes, shovels mud out of street where new development is nearing completion. It's a simple task, but one inspectors take seriously in their efforts to control erosion.

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EROSION

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The division estimates the avergе construction site annually proces 50 to 100 tons of sediment per quare mile, an erosion rate that is s much as five times as great as ultivated farmland.

"Developers have no natural inntive for keeping soil on the site," uid C. Scott Crafton, the division's ater control engineer. "If it washinto the stream, it's no big deal him."

The city, however, has made it a g deal for developers by stopping rk when it is decided that work is t being done sufficiently.

The Soil and Water Conservation vision and the Clean Water Ac- e Project, a citizens' environtal group, maintain that the p-work power is the most effece means of halting erosion probns. With the two groups leading

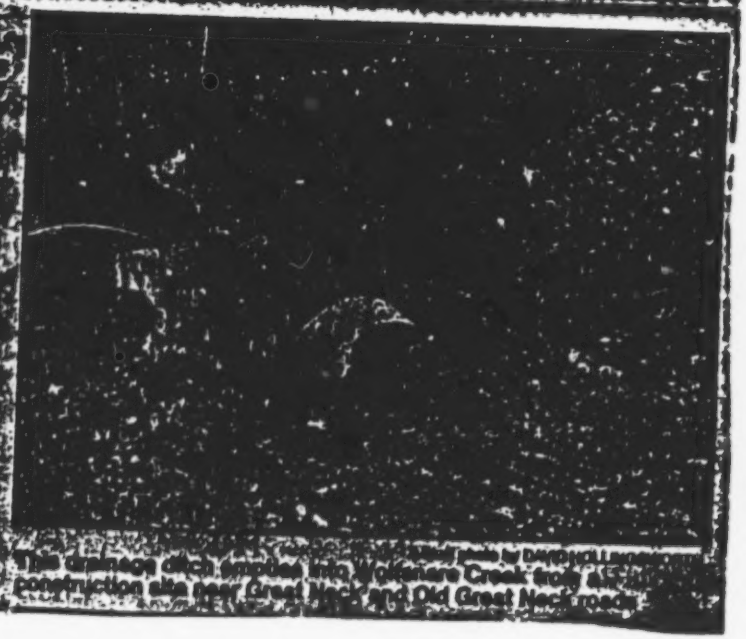
the lobbying effort, their power of [illegible] Assembly this session have supported a bill that would ve such stop-work power to all counties and cities.

Marley said his inspectors issued about 250 stop-work orders last year. Thomas W. Couch, the head of the waterfront operations office, said his five inspectors stopped work about 100 times in 1985, mostly associated with grading problems.

"Just the threat of stopping work is usually enough to get contractors to do what they're supposed to," Marley said.

"It has made a tremendous difference," he added. "A few years back, they didn't even know what you were talking about when you mentioned erosion and sediment control."

Wynn, whose occupancy work often leads him to waterfront construction, said that the power of the stop-work order convinced him to keep soil on the upland side of silt fences.



This drainage ditch empties into Woodmere Creek from a construction site near Great Neck and Old Great Neck roads.

Beach preservation sandbags residents of rival ocean resort

By CYRIL T. ZANESKI
Staff writer

The convoy of some 15,000 truckloads of sand that began rolling down Atlantic Avenue last week is not annoying just visitors to Virginia Beach.

But sand hauling has been anything but welcome this year in Myrtle Beach, S.C.

There, 42 dump trucks, functioning 21 hours a day for three months, add up to a massive headache and a huge political issue.

Myrtle Beach's first beach nourishment has helped elect a mayor, develop the truck haul vote and fueled a fight between the city and the state departments of health and transportation, according to Patrick Dowling, the city's public affairs officer.

"People here are complaining about noise and damage to roads," Dowling said in a telephone interview. "But let's remember, the beach is it.

"If the beach is not there, nobody comes. Let's face, 11 million people come here for something. It's not to look at the streets."

Over the next five years, Myrtle Beach will spend $14.8 million, raised in a special bond issue, to put 836,000 cubic yards of sand on the entire 9-mile shoreline. The city will then begin an annual maintenance program similar to that in Virginia Beach. Myrtle Beach's program will be funded by a 2 percent hotel occupancy tax.

"We didn't want to be in a position like Miami," Dowling said. Before it began its beach maintenance program in 1982, waves lapped bulkheads in front of Miami Beach hotels; a federal hurricane protection plan has since built a beach 300 yards wide.

But Myrtle Beach's transformation was in desperate shape only in few areas, Dowling said, and many residents refused to accept the need for the truck haul.

"We want to put more sand in the intertidal zone (the underwater area just in front of the visible beach berm) so that we won't be in trouble years from now," Dowling said.

Complaints began almost from day one, Dec. 27, that the trucks started rolling, Dowling said. In the first three hours of the work, he said, the city had 43 angry telephone calls.

"They complained about wear and tear on roads, noise, air pollution (from dust in the air), danger to pedestrians — you name it," he said.

The truck haul was stopped several times by the state health and highway departments, Dowling said. "Public health officials were concerned about dust in the air, the highway people, with the condition of the trucks.

"The state has looked at everything from how clean the glove compartments are to whether the tailpipe shines," Dowling said. "There have been all kinds of hassles."

In January, Mayor Robert Grissom was elected after a campaign that focused on stopping the truck haul, Dowling said.

"It was an easy issue," he explained. "You'd be hard-pressed to find anybody in favor of it."

But the truck haul has continued, day-in, day-out, right through a major Myrtle Beach event, the Canadian-American Days Festival, which ended last week.

"We know it's not a nice way to treat visitors," Dowling said, "but if you stop hauling for a week, it takes a whole week to start back up again."

Though Virginia Beach rebuilt its 2½-mile resort beach with a truck haul for the first time in 1963 and has had a truck-haul nourishment program for the past 20 years, officials here are also searching for a way to be rid of the expensive, trouble-some truck haul that continues until the last weekend of May.

Besides problems with traffic, Virginia Beach has problems keeping bulldozers and dump trucks apart, especially on warm spring days.

Councilman Jack Jennings Jr., for one, has led efforts to explore the possibility of pumping sand from the Atlantic Ocean for nourishing the city's shoreline from Sandbridge to the Chesapeake Bay Bridge-Tunnel.

Myrtle Beach explored the possibility of offshore dredging, however, and found that sand off its coast was too fine for the program, Dowling said.